DOCUMENT RESUME

ED 183 805 CE 024 356

AUTHOR Greenhagen, Kathleen A.
TITLE Career Education for the Exceptional Student, South Carolina Career Education-Special Education Resource Manual.
INSTITUTION South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE Jul 79
NOTE 111p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Career Awareness; *Career Education; *Disabilities; *Exceptional Persons; Fused Curriculum; Learning Activities; *Mainstreaming; Secondary Education; *Special Education; Teaching Guides
IDENTIFIERS *South Carolina

ABSTRACT

This guide book is intended for special education teachers who need suggestions for implementing career education ideas into existing curricula and regular education teachers of the mainstreamed handicapped who need suggestions for adapting their regular career education offerings for their handicapped students. The first three sections of the guide book provide notes to the teacher of the mainstreamed handicapped, define career education, and describe the career education approach in South Carolina. The remaining seven sections present activity sheets within seven basic career education elements: (1) self-knowledge, (2) decision making, (3) career awareness, (4) economic awareness, (5) educational awareness, (6) attitudes and appreciations, and (7) social awareness. Each activity sheet follows a typical format that includes the following sections: basic career element, long-range learner objective, specific short-term behavioral objective, suggested subject area, suggested developmental age, activities/strategies and materials/resources, and other related activities. (LRA)

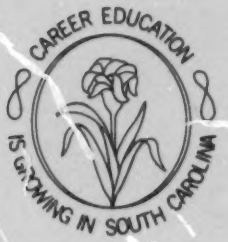
**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED183805

S

# CAREER EDUCATION
# for the
# EXCEPTIONAL STUDENT

## South Carolina
## Career Education-Special Education
## Resource Manual




South Carolina Department of Education
Columbia, South Carolina 29201
July, 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N. Sims

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



CE 024 356

SOUTH CAROLINA DEPARTMENT OF EDUCATION
Charlie G. Williams
State Superintendent

DIVISION OF INSTRUCTION
Sidney B. Cooper

OFFICE OF VOCATIONAL EDUCATION
Moody M. Oswald
Director

Ellen T. Hayden
State Career Education Consultant

Mary M. Newton
Career Education Planning Coordinator

The major responsibility for the assimilation of the content of this document was assumed by Kathleen A. Gruenhagen.

## FOREWORD

In 1972 George Gallup polled American parents regarding the reasons they wanted their sons and daughters to get an education. The responses in three-fourths of the cases were "to get better jobs, make more money, and achieve financial success." Their answers sent tremors through the educational establishment. This poll of public attitude brought into focus the blurred image of what education is supposed to be about and helped touch off one of the fastest growing educational movements in history – Career Education.

South Carolina can be proud of its progress in Career Education. We have arrived at a point in time in which every school district has at least one component of a Career Education program.

We hope that this resource manual will aid those school personnel who are seeking to establish career education activities for the exceptional students. The document was prepared by a teacher for use by her fellow teachers; hence, it is written and organized in a practical and straightforward manner.

We anticipate that the manual will serve as a valuable resource as teachers attempt to familiarize young people with broad categories of jobs and to make them aware of the dignity of all honest work. It is based on the premise that most youngsters are eager to recognize and identify their own aptitudes, attitudes, potential, likes and aversions, and career options.

Charlie G. Williams
State Superintendent of Education

## TABLE OF CONTENTS

MAID COOK BAKER "assembler" GARDENER


I. Introduction ..... 1

II. Notes to the Regular Classroom Teacher of the Mainstreamed Handicapped ..... 2

III. What is Career Education ..... 3

IV. How is South Carolina Doing It ..... 4

V. Self-Knowledge ..... 6

VI. Decision Making ..... 21

VII. Career Awareness ..... 37

VIII. Economic Awareness ..... 53

IX. Educational Awareness ..... 71

X. Attitudes and Appreciations ..... 82

XI. Social Awareness ..... 92

XII. References ..... 105

## INTRODUCTION

Our public schools are still not adequately preparing most handicapped students for any type of post-school career. In 1976 Viscardi (in a speech presented at the annual meeting of the President's Committee on Employment of the Handicapped, Washington, D.C., April 30, 1976) reported that only 4 million of the 11 million handicapped adults capable of competitive employment are actually working. Clark (1979) states that "special program options for handicapped children, particularly those for the learning disabled, emotionally disturbed, and the mildly retarded, are still emphasizing cognitive development and academic remediation."

As a classroom teacher of the secondary age mentally handicapped (both educable and trainable) for the past eight years, this author can attest to the above statements. There is nothing sadder than to have one of your students complete formal schooling to be prepared only to "climb up on the couch and watch T.V." for the rest of his or her life.

* * * *

This guide book is intended for:

--Special education teachers who need an explanation of South Carolina's career education program and suggestions in how to implement career education ideas into existing curriculums.

--Regular education teachers of the mainstreamed handicapped who need suggestions of how to adapt their regular career education offerings for their handicapped students.

In no way should this guide book be thought of as a curriculum; instead it is a compilation of ideas for implementing the long range learner objectives of South Carolina's seven basic career elements.

* * * *

The format of each individual activity sheet is as follows:

--Basic career element: the heading of each page.

--Long range learner objective: taken from the South Carolina Model Career Education Plan for regular students.

--Specific short-term behavioral objective: an attempt to teach to a very small segment of the long range learner objective. Since the objective is written in behavioral terms, it would be suitable to be incorporated into a student's Individual Implementation Plan for his or her IEP.

--Suggested subject area: possible existing curriculum area into which to incorporate the objective.

--Suggested developmental age: a suggestion for whom the objective might be most effective. Here developmental age includes the motor, cognitive, communication, and social areas of development. It is broader than just mental age and more exact than grade placement (which is often based on just chronological age).

--Activities/strategies and materials/resources: suggestions for activities to enable the student to meet the short term objective.

--Other related activities: brief suggestions of other activities for teaching to segments of the given long range objective--appropriate for students at a higher or lower developmental age than the one given.

Kathleen A. Gruenhagen

## NOTES TO THE REGULAR CLASSROOM TEACHER OF THE MAINSTREAMED HANDICAPPED

By accepting a handicapped student into your class, you are helping him or her to partially escape being labeled "special" and to receive his/her education in the least restrictive setting. Relax and enjoy watching your new student blossom. Although your instructional procedures will probably have to be broadened and adapted for her or him, do not treat the new student special in any other way.

Remember to teach to his/her strength, as you would to any of your other students:

--Hearing impaired should have visual and tactile learning experiences.

--Visually impaired should have auditory and tactile learning experiences.

--Orthopedically impaired should have auditory and visual learning experiences.

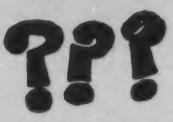
--Mentally handicapped should have concrete (as opposed to abstract) learning experiences.

--Emotionally handicapped should have many success-filled experiences.

--Learning disabled should have brief experiences via his/her strongest processing area.

Use the South Carolina Teacher's Guide to Career Education. Adapt activities. Modify the career education activities you are already using. Try some of the suggestions in this guide book. But above all, expose your special student to the basic career education elements on a regular basis.

## WHAT IS CAREER EDUCATION?



In order to fully understand South Carolina's interpretation of career education, let's look at the meaning of these words:

--Career: The totality of work one does in his/her lifetime. Included here are: many settings (home, school, factory, community, etc.); many roles (student, worker, consumer, citizen, family member, etc.); and many events (job entry/marriage, retirement, etc.).

--Education: The totality of experiences through which one learns--including more than the formal educational system.

--Work: Conscious effort aimed at producing benefits for oneself and/or oneself and others. This does not have to be paid employment or something one does as an adult. Work is also possible for children--and the handicapped.

Here in South Carolina, therefore, career education is:

1. A sequential, developmental process of specialized experiences for all students.
2. An incorporation of currently established curricula into "real life" situations.
3. Geared toward preparing the individual to rationally choose a place in the working society.
4. A collaborative effort involving:
   --The formal educational system.
   --The business-labor-industry-professional-government community.
   --The home and family structure.
5. An approach to education which seeks to bridge the gap between academic and vocational education.
6. A vital educational goal--but not necessarily the most important goal for any student.

Since career education is to be incorporated into every subject, teachers are not being called upon to crowd a "new subject" into a heavily filled school day--instead to merely insure that the career thrust is added to what already is being taught; and since career education is broader than just preparing students to work at paid employment, career education is for all levels and types of handicapped students--down to the most severely handicapped. Career Education is truly for all students every day.

## HOW IS SOUTH CAROLINA DOING IT?

The South Carolina career education approach incorporates seven basic career education elements into the existing curricula:

1. Self-Knowledge
2. Decision-making skills.
3. Career awareness.
4. Economic awareness.
5. Educational awareness.
6. Attitudes and appreciations.
7. Social awareness.

The student is to be exposed to the various aspects of each of these elements at every grade level--starting in kindergarten.

In order to guide the school districts in the administration of the program, South Carolina's Model Comprehensive Project in Career Education suggested the following student outcomes:

***--Grades 1 - 6: Each student will--

1. Have a knowledge and understanding of the economic, social and personal importance of work.

2. Understand the range, nature, and relatedness of occupations in each of the career groups and in the specific occupational clusters covered.

3. Show an awareness of the need for basic educational skills in the world of work.

4. Know and practice the desirable habits and attitudes that are needed in the world of work.

5. Practice decision making and simulate career selection.

6. Demonstrate a positive self-image and attitude toward others.

7. Have an awareness of own interests.

***--Grades 7 - 8: Each student will--

1. Have a knowledge and understanding of the economic, social and personal importance of work.

2. Understand the range, nature, and relatedness of occupations in specific occupational clusters covered during the year.

3. Understand the need for basic educational skills in the world of work.

4. Know and practice the desirable habits and attitudes that are needed in the world of work.

5. Practice decision making and narrow career choices.

6. Demonstrate a positive self-image and attitude toward others.

7. Have a knowledge and understanding of her or his interests, abilities, values, and needs.

8. Base his or her career choice(s) on knowledge and understanding of his or her interests, abilities, values, and needs.

9. Have a basic understanding of the consequences of her or his career choice(s).

***--Grades 9-12: Each student will:

1. Have a knowledge and understanding of the economic, social and personal significance of work.

2. Understand the range, nature, and relatedness of all work.

3. Understand the need for basic educational skills in the world of work.

4. Know and practice the desirable habits and attitudes that are needed in the world of work.

5. Demonstrate a positive self-image and attitude toward others.

6. Have a knowledge and understanding of her or his interests, abilities, values, and needs.

7. Have a basic understanding of the consequences of his or her career choice(s).

8. Narrow her or his career choice(s) and make a decision between a vocational or college preparatory program.

9. Plan an educational program appropriate for her or his career choice.

10. Be placed in a job or a higher education program following termination from school.

Keep in mind that the above student outcomes were designed for the average student. For the more severely handicapped, some outcomes may not be applicable while others may be attainable only at a higher grade level.

## SELF-KNOWLEDGE

Self-knowledge consists of perceiving one's self as a unique individual separate from all other individuals. This perception includes an understanding of the dignity of self on an individual basis as well as on a group level. In addition, it encompasses the feeling that one has some control over the decisions one makes, the action one takes, and the kind of person one is. Thus, the individual can ultimately make a career choice which related to his/her particular abilities, attitudes and aspirations, thereby achieving a sense of security and personal satisfaction. In the classroom such traits as punctuality, neatness, cooperation, sharing and responsibility can be cultivated, enhancing one's opinion of himself/herself as well as making him/her a contributing member of society.

Long range learner objectives suggested by the South Carolina Department of Education Career Education Staff for the self-knowledge element:

1. To understand that individuals are responsible for their own actions.
2. To feel the dignity of self on an individual basis as well as in groups.
3. To be aware of individual capabilities and limitations.
4. To develop a realistic self-perception of individual abilities as they relate to career choices.
5. To develop self-confidence in the pursuit of an anticipated career choice.
6. To know that every individual can learn to perform adequately and can contribute to a variety of situations.
7. To understand that individuals differ in their abilities, attitudes, and aspirations.
8. To become able to achieve an innate personal satisfaction from work. (The job may be school.)
9. To know that the need for security causes many workers to keep the jobs they have.
10. To realize that if work allows a person to exercise his or her positive self-concept and meet personal needs, then his or her performance will increase.
11. To understand that one should continually reassess one's attitudes and interests (i.e., values) in relationship to present or anticipated life-style.
12. To recognize the vital importance of each family member.
13. To help match an individual's abilities and interests with the skills and processes in the world of work.
14. To learn that the individual must be adaptable in a changing society.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To understand that individuals are responsible for their own actions.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked: "Whose job is it to see that you ride your bicycle safely?", the student will reply: "My job."

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 6 - 9

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| The student will:<br>--Listen to guest speakers from police department and local bicycle club.<br><br>--Using a model road and model bicycles, demonstrate that one rides on the right in single file without weaving in and out and doing tricks.<br><br>--Practice making hand signals.<br><br>--Identify and interpret the various kinds of road signs.<br><br>--Discuss possible consequences of not following bicycle safety rules.<br><br>--Demonstrate knowledge of bicycle safety at a bicycle rodeo on playground. | --Resource persons from police department, bicycle shop, and local bicycle club.<br><br>--DLM: Stand up traffic signs.<br><br>--Model street and model bicycles.<br><br>--Holt, Rinehart & Wilson: "Bicycle Songs of Safety".<br><br>--S.C. Department of Highways & Public Transportation: S.C. Bicycle Driver's Handbook. |

**OTHER RELATED ACTIVITIES:**

Teach responsibility for street crossing and playground safety.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To feel the dignity of self on an individual basis as well as in groups.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will draw a self-portrait containing all body parts with some detail and reasonably correct proportions.

**SUGGESTED SUBJECT AREA:** Science/health

**SUGGESTED DEVELOPMENTAL AGE:** 5 - 7

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --When teacher names a body part, point to appropriate part on own body.<br><br>--When teacher points to a body part, give its name.<br><br>--Create a life-sized drawing of self by laying on butcher paper and have teacher trace around body.<br><br>--Add details and color life-sized drawing using a snapshot of self as a reminder.<br><br>--Practice reading body part flashcards and place on correct part of life-sized drawing.<br><br>--Touch one body part to another as directed. (i.e., Touch your left hand to your right knee.)<br><br>--Put together a life-sized body puzzle. | --Butcher paper and magic markers.<br><br>--Crayons.<br><br>--Body parts flashcards.<br><br>--Full-length snapshots of students.<br><br>--Life sized body puzzle--use tag board.<br><br>--Stanwick House: "The Development of Body Awareness and Position in Space." (record) |

**OTHER RELATED ACTIVITIES:**

Explore understanding and acceptance of student handicaps.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To be aware of individual capabilities and limitations.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will travel independently to the bank, cash his/her paycheck, and return to school.

**SUGGESTED SUBJECT AREA:** Vocational/prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 10 - 16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Open bank account.<br><br>--Go with teacher to bank to cash paycheck.<br><br>--Cross street safely at quiet residential intersections.<br><br>--Cross at a traffic light controlled intersection.<br><br>--Cross at a heavily traveled intersection with no traffic light.<br><br>--Walk with teacher to bank repeatedly until able to lead the way.<br><br>--Go to bank "seemingly" alone while teacher is observing trip. | --Warren's Educational Supplies: Basic Skills in Getting Around. (books)<br><br>--Educational Projections Corporation: Some Means of Transportation. (filmstrip)<br><br>--Follett: The Town You Live In by R. H. Turner (book) |

**OTHER RELATED ACTIVITIES:**

Units on locating and using public restrooms, ordering meals in restaurants, riding a public bus, asking directions, simple shopping trips.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To develop a realistic self-perception of individual abilities as they relate to career choices.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will relate previously determined abilities to realistic career choices by stating three jobs he or she might be able to do.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 10 - 16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Construct a notebook listing desirable jobs and requirements for each.<br><br>--Interview workers holding jobs and investigate their training and experiences.<br><br>--Discuss the match between requirements for a specific job and own abilities. | --Dictionary of Occupational Titles (to identify job aptitudes).<br><br>--Resource persons: workers in local businesses/industries.<br><br>--Houghton-Mifflin: "Career Choice Game." Career Exploration and Planning by S. E. Shartzer. (book)<br><br>--McGraw Hill-Webster Division: World of Work Kit. (books)<br><br>-New Readers Press: Occupations, I by C. Blakely and II by D. Schroeder. (books) |

**OTHER RELATED ACTIVITIES:**

Enable student to determine own abilities.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To develop self-confidence in the pursuit of an anticipated career choice.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will successfully earn a scissors tool license by demonstrating the ability to use scissors safely and efficiently.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 8 - 9

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Begin instruction and be issued a learner's permit.<br><br>--Practice safety in carrying, passing, and holding.<br><br>--Demonstrate skill in opening and closing blades--using handles.<br><br>--Open blades and place paper between blades.<br><br>--Close handle and cut .<br><br>--Cut on ¼ in. (.6 cm) wide straight lines (using double handled training scissors if necessary).<br><br>--Cut on pencil lines.<br><br>--Cut on curved lines.<br><br>--Take test for license. | --Wallet-sized cards (plain white for learner's permit and colored with photograph for license).<br><br>--Scissors.<br><br>--Training scissors.<br><br>--Paper to cut. |

**OTHER RELATED ACTIVITIES:**

Tool licenses for: ruler, paper cutter, claw hammer, screwdriver, saw, stapler, sewing machine, etc.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To know that every individual can learn to perform adequately and can contribute to a variety of situations.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** Given a specially adapted toothbrush, the student will efficiently brush own teeth.

**SUGGESTED SUBJECT AREA:** Health

**SUGGESTED DEVELOPMENTAL AGE:** 3 - 6

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| Toothbrush is adapted as student is able to hold it. (i.e., imbed toothbrush in bicycle handle grip, attach wooden handle at 20 degree angle to toothbrush, pierce a 2¼ in. (5.7 cm) rubber ball with ice pick then toothbrush handle.)<br><br>If necessary, fasten elastic to toothbrush and pass across student's hand to enable him/her to hold the toothbrush.<br><br>--Personalize toothbrush with name, color, picture, etc.<br><br>--Practice on large teeth model.<br><br>--Select own brush and brush own teeth--with as much initial assistance as necessary. | --New Readers Press: Dental Health Stories by J. Wood. (filmstrip & cassette)<br><br>--Hubbard: Toothbrushing (Project MORE). (book)<br><br>--Hap Palmer: "Brush Away Tooth Decay." (record)<br><br>--Resource person: local dental society.<br><br>--Outsized teeth and jaw model. |

**OTHER RELATED ACTIVITIES:**

Further investigate what to expect when visiting a dentist's office.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To understand that individuals differ in their abilities, attitudes, and aspirations.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will list three ways he or she is like the assigned partner and three ways he or she is different.

**SUGGESTED SUBJECT AREA:** Language arts

**SUGGESTED DEVELOPMENTAL AGE:** 7 - 10

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Orally describe personal physical characteristics including: color of hair and eyes, height, weight, shoe size, and particular physical characteristics.<br><br>--Create a collage using snapshots of each classmate.<br><br>--Tell what he/she likes to do in his/her leisure time.<br><br>--Design a mural of each student enjoying leisure time.<br><br>--Tell what makes him or her happy and sad.<br><br>--Tell what makes her or him frightened.<br><br>--Help teacher compile total class results of happy, sad, and frightened into a chart. | --Snapshots of each student.<br><br>--Roll of shelf paper for mural.<br><br>--Postercard for chart.<br><br>--Frank E. Richards: All About Me by M. W. Hudson. (book)<br><br>--American Guidance Service: DUSO--Developing Understanding of Self and Others. (multimedia kit)<br><br>--Guidance Associates: Understanding Emotions, Discovering Your Personality, Exploring Your Feelings, Who Are You? |

**OTHER RELATED ACTIVITIES:**

Explore differences in abilities by setting up physical ability tests to be witnessed by the whole class.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To be able to achieve an innate personal satisfaction from work.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked, the student will orally give three reasons why she or he likes to work.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 10 - 16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Brainstorm with class on listing a wide variety of reasons why people like to work.<br><br>--Interview school personnel to discover their reasons of why they like to work.<br><br>--Report interview results.<br><br>--After finishing a task, state what he or she liked about it. | --Resource persons: school personnel.<br><br>--Educational Achievement Corp., The Valuing Approach to Career Education. (multimedia)<br><br>--ACI Films: When I Grow Up.<br><br>--Houghton-Mifflin: Why Work? (film) |

**OTHER RELATED ACTIVITIES:**

Identify societal values met through work.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To know that the need for security causes many workers to keep the jobs they have.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked what will happen if one does not make payments on the furniture he/she bought on the installment plan, the student will answer that the store will take it back.

**SUGGESTED SUBJECT AREA:** Math

**SUGGESTED DEVELOPMENTAL AGE:** 14 - 18

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Look through catalogs and cut out pictures and prices of furniture to furnish a future apartment.<br><br>--Calculate the total cash price for the furniture.<br><br>--Discuss what to do if one does not have that much money--including installment buying.<br><br>--After given an interest rate and length of loan, calculate total credit purchase price and monthly payments.<br><br>--Discuss consequences of loan non-payment. | --Sears & Roebuck, J. C. Penney's and Montgomery Ward catalogs.<br><br>--Resource persons: loan company and collection agency representatives.<br><br>--Pocket calculators.<br><br>--Interpretive Education: Applying for Credit. (filmstrip & casette)<br><br>--New Readers Press: Be Informed on Personal Credit. (book) |

**OTHER RELATED ACTIVITIES:**

Investigate probable time interval needed to change jobs. Discuss how bills are paid when a worker is between jobs.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To realize that if work allows a person to exercise his or her positive self-concept and meet personal needs, then his or her performance will increase.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked when an individual does the best work, the student will reply when he or she is happy.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 11 - 14

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --In the classroom "textile mill" work at work stations of: weaving (yarn on cardboard looms), dying (cloth scraps), cutting cloth from patterns, and fitting cut cloth onto models.<br><br>--Discuss quality and quantity of work produced.<br><br>--Participate in an "adverse stimulus" work day. (i.e., room physically uncomfortable; supervisor yelling, picking at, and ridiculing workers; workers denied breaks, etc.)<br><br>--Compare quality and quantity of work from "good day" to "adverse stimulus day". | --Resource persons: local textile mill operators.<br><br>--Cardboard, yarn, cloth scraps (much of this may be donated by textile mills or local sewing shops).<br><br>--American Textile Manufacturers: A Profile of Textiles, Textiles for You.<br><br>--Argus Press: IALAC (I am Loveable and Capable). (filmstrip) |

**OTHER RELATED ACTIVITIES:**

Let students conduct experiments into what is necessary for workers to increase production.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To understand that one should continually reassess one's attitudes and interests (i.e., values) in relationship to present or anticipated life-style.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will calculate what it would cost to buy the car of her or his choice.

**SUGGESTED SUBJECT AREA:** Math

**SUGGESTED DEVELOPMENTAL AGE:** 14 - 18

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Read newspaper ads of car for sale.<br><br>--Visit a used car lot.<br><br>--Select the car of his or her choice--either on the lot or in the newspaper.<br><br>--Discuss how money is borrowed.<br><br>--Given the interest rate and term of the loan, figure out what the total price and monthly payments would be. | --Newspaper want ads.<br><br>--Resource persons: used car dealers, bankers, loan company personnel.<br><br>--New Readers Press: Be Informed on Owning an Auto. (book) |

**OTHER RELATED ACTIVITIES:**

Calculate how long one would have to work to just pay for the car. Calculate the difference in price between a cash purchase and borrowing to buy.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To recognize the vital importance of each family member.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will orally list 10 activities his/her mother does and tell who benefits from each activity.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 5 - 8

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Observe flannel board family members and discuss how they contribute to the family unit.<br><br>--Bring photographs of mother involved in different activities and discuss.<br><br>--Make a booklet "All About Me and My Mother."<br><br>--Report to class things mother was seen doing yesterday and for whom she was doing them.<br><br>--Interview mother and ask her what she does. | --Instructo: Family Flannel Board Set.<br><br>--Snapshots.<br><br>--Paper, magazine cutouts, photographs, and drawing materials for booklet.<br><br>--SVE: Robert and His Family. (filmstrip)<br><br>--Hoffman: About Family Helpers.<br><br>--American Guidance Service: Peabody Kit. |

**OTHER RELATED ACTIVITIES:**

Duties of other family members.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To help match an individual's abilities and interests with the skills and processes needed in the world of work.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** After listening to a supervisor's evaluation of a student's performance on a job training site, the student will realistically say: "I did a good job in . . ., I need to improve . . . . in."

**SUGGESTED SUBJECT AREA:** Vocational/prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 10-16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss duties on a given job training site. | --Teacher designed student worker evaluation sheets. |
| --Discuss work habits needed on a given job training site. | --Tape recorder for student to record her or his own self-evaluation. |
| --Evaluate self after selected in-class tasks re: fulfilling duties and exhibiting appropriate work habits. | --Guidance Associates: Trouble at Work. (filmstrips & casettes) |
| --Compare own self-evaluation to teacher's evaluation of same task. | --Singer: Job Survival Skills. (multimedia kit) |
| | --Educational Projections Corp: Keeping a Job; Attitudes, Work, People. (filmstrip & student study manual) |
| | --Janus: Don't Get Fired! (book) |
| | --Frank E. Richards: Unemployed Uglies. (book) |

**OTHER RELATED ACTIVITIES:**

Relate student worker evaluation results to student strengths and weaknesses. Investigate occupations that need the same worker strengths that the student has consistently exhibited.

## ELEMENT: SELF-KNOWLEDGE

**LONG RANGE LEARNER OBJECTIVE:** To learn that the individual must be adaptable in a changing society.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will list five different roles he/she played during the past week.

**SUGGESTED SUBJECT AREA:** Language arts

**SUGGESTED DEVELOPMENTAL AGE:** 9 - 12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Participate in a brainstorming session to determine a wide variety of roles students play (i.e., child, baby-sitter, student, baseball player, busboy, gardener).<br><br>--Discuss any difficulties in changing roles.<br><br>--Discuss what would happen if the worker continued in his/her leisure time role.<br><br>--Role play student difficulties in changing roles with resulting consequences. | --Mafex: Who Are You? (book)<br><br>--Frank E. Richards: You. (book)<br><br>--Steck-Vaughn Co., Understanding Yourself. (book) |

**OTHER RELATED ACTIVITIES:**

Identify possible future roles. Investigate roles of significant others.

## DECISION-MAKING

Decision-making includes acquiring the basic skills involved in problem solving. These skills must be taught through practical experiences in the classroom. Components of the decision-making process to be taught are:

1. Identify the problem or situation.
2. Consider alternatives.
3. Consider consequences of alternatives.
4. Select the best alternative.
5. Implement the best alternative.
6. Evaluate the results.

The individual who possesses decision-making skills will ultimately be better equipped to analyze alternatives in both verbal and written form. Thus he/she can deal and be flexible with the consequences of his/her decisions.

Long range learner objectives suggested by the South Carolina Department of Education Career Education Staff for the decision-making element:

1. To be able to cope with the consequences of personal decisions.
2. To recognize that all decisions made have a cause and an effect.
3. To be competent in the verbal and written analysis of alternatives.
4. To know and practice the components of the decision-making process.
5. To be able to solve school-related problems.
6. To apply the decision-making process to home and social problems.
7. To apply the decision-making process to the study and selection of careers.
8. To learn to reevaluate a prior decision when new information is available.
9. To understand that career development requires sequential series of choices.
10. To know that training or pursuing a career choice helps develop who a student really is.
11. To know that a tentative career choice should be based on attitudes, values, and interests and to know that this choice requires in-depth study.
12. To be knowledgeable about the flexibility of career education.
13. To recognize and accept others' decisions.
14. To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.).
15. To possess self-knowledge when making realistic life choices.

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To be able to cope with the consequences of personal decisions.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will tell three possible consequences of not doing an assigned job.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 9 - 12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| The student will:<br>--Be instructed not to do regularly assigned student helper job (i.e., do not water seedlings).<br><br>--Discuss what were the consequences for not doing the job (i.e., seedlings died).<br><br>--Discuss the consequences for the rest of the class when the job was not done (i.e., plants not available for plant sale, profit not available for class party).<br><br>--Discuss other duties of classroom workers.<br><br>--Explore consequences if these jobs are not done.<br><br>--Talk about what happens when adults fail to do their jobs correctly. | --Scholastic Book Service: Making Mistakes. (multimedia)<br><br>--Coronet: Learning From Disappointments. (film) |

**OTHER RELATED ACTIVITIES:**

Pursue consequences to workers for not doing jobs more in detail. Investigate concept of "being fired".

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To recognize that all decisions made have a cause and effect.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will name a recent decision he/she has made giving both the reason why it was made and the results of it.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 12 - 16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss what decisions are made regularly at home.<br><br>--Name typical everyday decisions made (i.e., what to wear, when to eat, what to buy, etc.)<br><br>--Tell one decision which was made during the day--discussing the merits and demerits of the decision.<br><br>--Investigate reasons why people make decisions.<br><br>--Discuss possible results of a list of hypothetical decisions.<br><br>--Together with fellow classmates direct the class for a period of time.<br><br>--Discuss what decisions were made, why they were made, and the result of the decisions. | --Argus Communications: Feelings & Thoughts (How Do You Make Decisions?) (sound filmstrip)<br><br>--Scholastic Book Service: Figuring Things Out. (multimedia)<br><br>--Pennant Educational Materials: "The Total Person" (game), Values in Action. (sound filmstrips) |

**OTHER RELATED ACTIVITIES:**

Extend the cause and effect study to career decisions.

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To be competent in the verbal and written analysis of alternatives.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will state a personal goal and then give two possible alternatives to the goal.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 12 - 16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Listen to stories about people who have encountered difficulties in achieving goals; offer suggestions as to how the person can change the situation.<br><br>--Discuss the concept of alternatives.<br><br>--Choose a real or hypothetical goal and analyze it in terms of alternatives to it.<br><br>--Examine resource material to explore alternatives.<br><br>--Implement an alternative goal and assess the success or failure of the selection process. | --Stories of persons with goal difficulties.<br><br>--Parents as resource persons both to help with emphasizing the need for establishing alternatives in achieving goals, and to assist the student in selecting alternatives to situations that occur in the home.<br><br>--Other resource persons: vocational or employment counselors who suggest how to identify alternatives in job, personal, and social situations. |

**OTHER RELATED ACTIVITIES:**

Emphasize analyzing the end result of any actual or potential alternative to a goal.

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To know and practice the components of the decision-making process.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will give five examples of personal behavior producing consequences.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 12 - 16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss basic cause-effect relationships, using physical examples like a bouncing ping pong ball, shooting marbles, and a tuning fork.<br><br>--Role play behaviors that evoke reactions in the other participant.<br><br>--Discuss emotional reactions as consequences, and how they produce consequences that color the reactor's perception, feelings, and behavior.<br><br>--Interview friends, parents, and relatives to discover their reactions to student's behavior.<br><br>--Listen to judge or police officer discuss consequences for law breaking.<br><br>--Listen to personnel manager discuss consequences of behavior in a work setting. | --Ping pong ball, marbles, tuning fork.<br><br>--Society for Visual Education: Learning to Live Together (First Things Value Series). (filmstrip)<br><br>--Resource persons: all persons who see and react to student's behavior. Judge or police officer, personnel manager. |

**OTHER RELATED ACTIVITIES:**

Study the other five components individually in depth. Put them all together to practice making decisions.

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To be able to solve school-related problems.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will state a school-related problem (of his/her choice) and provide a possible practical solution to it.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 9 - 12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Brainstorm to determine a wide variety of school-related problems.<br><br>--Choose the problem he/she is most interested in.<br><br>--Interview other students and staff about possible solutions.<br><br>--List all possible solutions (including own ideas).<br><br>--Select the most practical idea.<br><br>--Role play the problem with the new solution in effect. | --Resource persons: other students and staff members to offer solutions.<br><br>--Goodyear Publications: Learning to Think and Choose by J. D. Casteel. (book)<br><br>--Educational Achievement Corporation: It's Your Choice. (sound filmstrip) |

**OTHER RELATED ACTIVITIES:**

Work on implementing and evaluating choices.

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To apply the decision-making process to home and social problems.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will list five appropriate responses to the question: "What will you do with your free time after school?"

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 12 - 16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Participate in a brainstorming activity to list a wide variety of local leisure activities.<br><br>--Add to the list ideas from the newspaper, radio, TV, and the telephone book.<br><br>--Make a chart with cut-outs from magazines of people doing various activities.<br><br>--Eliminate ideas that are too expensive.<br><br>--Eliminate ideas that require non-existent transportation.<br><br>--Eliminate ideas that require non-existent skills.<br><br>--Eliminate ideas that are not fun.<br><br>--Compile a list of appropriate activities. | --Magazine cut-outs.<br><br>--EPS, Inc., How To Do. (cassettes)<br><br>--Educational Projections Corp., Organizations for Children. (filmstrip)<br><br>--Interpretive Education: Recreation and Leisure Time Series. (multimedia) |

**OTHER RELATED ACTIVITIES:**

Introduce students to new leisure time activities.

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To apply the decision-making process to the study and selection of careers.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** After participating in a role-playing activity in a new occupation to which the student has recently been exposed, the student will state whether or not the activity is liked and why.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 9 - 11

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --View a display of pictures and other media of workers in the "new" activity.<br><br>--Visit a worker participating in the job.<br><br>--Meet the worker in the classroom.<br><br>--View the tools of the worker.<br><br>--Role play working in the new activity.<br><br>--Record thoughts of working in that career. | --Media pertaining to a particular career.<br><br>--Resource person: a worker in the selected field.<br><br>--Tools of the worker.<br><br>--Tape recorder to record thoughts. |

**OTHER RELATED ACTIVITIES:**

Analyze the practicality of the first thoughts regarding the career. Rethink likes and dislikes keeping in mind own interests and abilities.

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To learn to reevaluate a prior decision when new information is available.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will list five sources as resources for help in resolving vocational problems.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 14 - 18

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Investigate S.C. Vocational Rehabilitation with a classroom speaker, field trip, and other media.<br><br>--Listen to the school guidance counselor relate how he/she may be able to help with vocational problems.<br><br>--Investigate S.C. Job Service with a classroom speaker, field trip, and other media.<br><br>--Investigate S.C. Unemployment Compensation Division with a classroom speaker, field trip, and other media.<br><br>--Investigate a union with a classroom speaker and other media.<br><br>--Investigate S.C. Department of Social Services with a classroom speaker and other media.<br><br>--List persons in everyday life who could provide assistance (e.g., parents, teachers, clergy, etc.). | --Agency or organization resource persons: representatives from VR, Job Service, Unemployment Compensation Div., unions, DSS.<br><br>--Other resource persons: school counselors, parents, teachers, clergy. |

**OTHER RELATED ACTIVITIES:**

When to change a decision.

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To understand that career development requires sequential series of choices.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will choose and state the reason whether to join a school group going to a bowling alley or remain behind in the workshop to work on paid subcontract work.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 12 - 18

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss past experiences in the bowling alley.<br><br>--Calculate how much money could be earned during the time period in question.<br><br>--Speculate what might be done with the potential earnings.<br><br>--Discuss possible consequences of the subcontract not being finished in time.<br><br>--Make decision. | --Guidance Associates: Setting Goals. (multimedia)<br><br>--Argus Communications: Feelings and Thoughts (How Do You Make Decisions?) (sound filmstrip) |

**OTHER RELATED ACTIVITIES:**

Give students many chances to make choices at every grade level.

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To know that training or pursuing a career choice helps develop who a student really is.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** Using a list of products manufactured locally, the student will correctly match the product with the types of workers needed to produce it.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 14 - 18

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Investigate types of industries and products made in the area.<br><br>--Research how the local products are made.<br><br>--Identify types of employment needed in the manufacturing.<br><br>--Visit the major local industries to observe types of occupations employed.<br><br>--Listen to local personnel managers list types of occupations they employ. | --Chamber of Commerce: films and resource persons.<br><br>--Local industrial directory.<br><br>--Resource materials on how products are manufactured.<br><br>--Field trip sites.<br><br>--Local personnel managers. |

**OTHER RELATED ACTIVITIES:**

Investigate local service industries, type of service supplied, and workers employed.

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To know that a tentative career choice should be based on attitudes, values, and interests and to know that this choice requires in-depth study.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will name the major personal-social needs he/she expects to meet through the job.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 14 - 18

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Brainstorm to compile a list of major personal-social needs. (e.g., acceptance, approval, friendship, status, future spouse, etc.). | --Houghton-Mifflin: "Career Choice Game." Career Values: What Really Matters to You. (audiofilmstrip) |
| --List ways these needs are met in work situations. | --Educational Achievement Corp.: Creating Your Future. (multimedia) |
| --Choose the needs most important to self. | --SRA: Decision Making for Career Development (multimedia) |
| --Analyze which of these needs could realistically be achieved on the job. | --Resource person: school counselor for help in identifying personal-social needs. |

**OTHER RELATED ACTIVITIES:**

Lead students in relating own personal interests to career choices.

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To be knowledgeable about the flexibility of career education.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will describe three different kinds of housing that exist locally.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 8 - 10

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --View media about different types of housing (i.e., house, apartment, mobile home, tent, sod hut, etc.).<br><br>--Help compile a list of different types of housing the class members live in.<br><br>--Visit a site of a house under construction.<br><br>--Create a mural of a variety of housing types.<br><br>--Listen to a guest speaker realtor explain how people go about getting housing.<br><br>--Discuss which of the many housing types exist locally. | --S.C. Audio-Visual Aids Library: World Full of Homes No. 6081, Shelter: Almost Anyone Can Build a House No. 7424. (films)<br><br>--Resource persons: realtor, builder. |

**OTHER RELATED ACTIVITIES:**

Investigate flexibility needed in career choice due to availability of jobs.

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To recognize and accept others' decisions.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will state some decisions that affect him/her, made by a person vested with authority.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 9 - 12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| -Listen to the guest speaker, the person vested with authority (i.e., principal, school bus driver, crossing guard, hall monitor, etc.), speak about the decisions he/she makes.<br><br>--Discuss roles and responsibility as it pertains to the person vested with authority.<br><br>--Display pictures of people in authority.<br><br>--Role play situations in a day in which no one was in authority. | -Guidance Associates: What Do You Do About Rules? (First Thing: Values) (filmstrip)<br><br>--Curtis: The Rules We Follow. (filmstrip)<br><br>--Resource person: someone vested with authority in the school setting.<br><br>--Pictures of people in authority. |

**OTHER RELATED ACTIVITIES:**

Continue with non-school persons in authority (i.e., police officer, judge, jury, governor, President of U.S., etc.).

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.).

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will identify three potential barriers to achieving personal goals.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 12 - 16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| -Discuss possible reasons for not achieving personal goals (i.e., handicapping condition, lack of persistence, poor planning, outside pressure, etc.).<br><br>--Investigate handicapped persons who have successfully met their goals.<br><br>-Be presented story of a handicapped person who is faltering in pursuit of his/her goal; suggest strategies for achieving the goal. | -American Association for Advancement of Science: Resource Directory of Handicapped Scientists by J. A. Owens, M. R. Redden, and J. W. Brown. (book)<br><br>--ETV: "Feeling Free".<br><br>--Whitman: Why Am I Different? by N. Simon. (book)<br><br>--Walker: About Handicaps by S. B. Stein. (book)<br><br>--Family Communications: "Growing Up Without Sight." (record)<br><br>--Resource person: VR staff member. (Have films of successfully closed cases.)<br><br>--Argus Communications: Roles and Goals. (sound filmstrip) |

**OTHER RELATED ACTIVITIES:**

Ascertain whether career decisions are in harmony or conflict with personal goals.

## ELEMENT: DECISION-MAKING

**LONG RANGE LEARNER OBJECTIVE:** To possess self-knowledge when making realistic life choices.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will define heredity and list three personal factors (of self) influenced by heredity.

**SUGGESTED SUBJECT AREA:** Science

**SUGGESTED DEVELOPMENTAL AGE:** 14 - 18

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Listen to an explanation of genes and chromosones.<br><br>--Observe the coat color of a new litter of puppies (or kittens) and their mother and father's coat colors.<br><br>--Looking at a photograph, describe own personal features.<br><br>--Looking at photographs of parents (both recent and early pictures) locate physical similarities.<br><br>--With parent's help, fill out a chart of ages at which early childhood development tasks were accomplished. | --Science books.<br><br>--A litter of puppies or kittens.<br><br>--Photographs of student and parents--both recent and early pictures. |

**OTHER RELATED ACTIVITIES:**

Investigate the factor of environment and how it affects a person.

Printers Cosmetologists Postal Clerks Electronics Plumbers

## CAREER AWARENESS

Career awareness defines students' acquaintances with a wide variety of occupations. Beginning with the knowledge of the jobs of home members and school personnel, the student can relate these occupations to community functions. Since much of one's total life routine is organized around the work one does, it is vital that students become totally aware of the gamut of available careers.

Long-range learner objectives suggested by the South Carolina Department of Education Career Education Staff for the career awareness element:

1. To know the jobs of home members and school personnel.
2. To relate home and school jobs to community functions.
3. To know the jobs necessary to maintain the community.
4. To compare and contrast local jobs to national and international jobs.
5. To understand the relationship between attitudes and values and different careers.
6. To know that work organizations are human organizations.
7. To realize that because of labor market demand some people must take jobs that are available rather than being able to choose their vocations.
8. To recognize that an individual may be suited for numerous occupations.
9. To know that much of one's total life routine is organized around the work one does.
10. To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.
11. To know that vocational choice is determined by social, individual, and economic factors, each of which may independently influence an individual.
12. To recognize that geographical location determines the kinds of work found therein.
13. To understand that in our culture a person's preference of work (not necessarily his/her actual employment) indicates much about her or him that is significant.
14. To comprehend that school is a job.
15. To realize that hobbies and interests may lead to a vocation.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To know the jobs of home members and school personnel.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked, the student will name three non-teaching school personnel and tell what each does.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 4 - 6

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| The student will:<br>-View audio-visual.<br><br>-Take a tour of the school building to watch non-teachers at work.<br><br>--Talk to non-teachers during their classroom visits.<br><br>--Help construct a bulletin board of non-teaching staff members including pictures, names, and duties. | -McGraw Hill: "School Helper Series." (filmstrip)<br><br>--Encyclopedia Brittanica: Safety on the Bus. (film)<br><br>--School non-teaching personnel as resource persons. |

**OTHER RELATED ACTIVITIES:**

Study the school non-teaching occupations more in depth: wages, requirements, duties, advantages and disadvantages. Investigate jobs that have to be done in most homes and who might do them.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To relate home and school jobs to community functions.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked, the student will list five needs of the community and tell how the community fills these needs.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 6 - 8

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss community services (such as: fire, police, telephone, electricity, water and sewer, newspaper, library, etc.).<br><br>--Visit some community service sites.<br><br>--Listen to classroom guest speakers from some of these community service sites.<br><br>--Discuss the needs these services fulfill. | --Melmont: At the Bakery by L. Colonius. (book)<br><br>--Putman: Telephones by R. Sacks, I Know a Garbageman by B. Williams. (books)<br><br>--Folkways: "The Laundry and Bakery Story." (recordings)<br><br>--SVE: City: Occupations (film)<br><br>--Eye Gate: Our Neighborhood Workers, Some Neighborhood Helpers (filmstrips) |

**OTHER RELATED ACTIVITIES:**

Cover needs of home and school and how they are fulfilled.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To know the jobs necessary to maintain the community.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked why sanitation workers are important to us, the student will orally give three reasons.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 3 - 6

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| -View audio-visuals about sanitation workers.<br><br>-Read books about sanitation workers.<br><br>-Take a school neighborhood walk to watch the sanitation workers at work.<br><br>-Take a field trip to a local sanitation company.<br><br>-Participate in "pretend there were no sanitation workers" activities: role playing, discussion, draw pictures. | --McGraw Hill: The Sanitation Department Crew--Community Helper Series. (film)<br><br>-Eye Gate: Sanitation and the Sanitation Workers. (filmstrip)<br><br>-Albert Whitman Co., Clean Streets, Clean Water, Clean Air by Cynthia Chapin. (book)<br><br>-Melmont Publishers, Inc., About Friendly Helpers Around Town by Elaine Hoffman. (book)<br><br>--Putman: I Know a Garbageman by B. Williams. |

**OTHER RELATED ACTIVITIES:**

Study the occupation more in depth: wages, requirements, duties, advantages, and disadvantages. Study other service occupations in the community.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To compare and contrast local jobs to national and international jobs.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will orally list ten types of employment located in his/her town.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 7 - 9

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| -Visit the local S.C. Job Service office.<br><br>--Look at the Job Bank computer print-out.<br><br>--Listen to classroom speakers from local business/industries.<br><br>--Construct a bulletin board depicting local job offerings. | -S.C. Job Service (consult local telephone book)<br><br>-Job Bank computer print-out (outdated ones may be available for in-school use).<br><br>-Local school district career education resource book for speakers and field trips.<br><br>-Parents as sources of speakers.<br><br>--Magazine pictures of workers, photographs, construction paper. |

**OTHER RELATED ACTIVITIES:**

Study jobs available in other parts of the country. Compare and contrast to what is found locally. Discuss why certain jobs are not available locally.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand the relationship between attitudes and values and different careers.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked, the student will describe three different ways illustrations may be produced.

**SUGGESTED SUBJECT AREA:** Art

**SUGGESTED DEVELOPMENTAL AGE:** 10 - 12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Observe illustrations in a variety of children's picture books.<br><br>--Guess how each picture was produced.<br><br>--Tell which ones he/she liked best and why.<br><br>--Make a collage.<br><br>--Make a linoleum block cut.<br><br>--Make a potato print.<br><br>--Make a pencil drawing.<br><br>--Make a finger painting.<br><br>--Choose one medium and illustrate a favorite class poem. | --An assortment of children's picture books from the school library.<br><br>--Art materials: paper, magazine cut-outs, linoleum blocks, knives, ink, potatoes, drawing pencils, finger paints. |

**OTHER RELATED ACTIVITIES:**

Visit a printer.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To know that work organizations are human organizations.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked, the student will list the services available in the county health department.

**SUGGESTED SUBJECT AREA:** Science/health

**SUGGESTED DEVELOPMENTAL AGE:** 10 - 12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Using books and audio-visuals, find the duties of the health department.<br><br>--Draw a mural depicting the services of the health department.<br><br>--Listen to the guest speaker from the health department.<br><br>--Visit the health department.<br><br>--Create and role play a situation of the actions of the health department during a serious flood. | --S.C. Instructional Films:<br>--The Hospital (No. 6166)<br>--Community Health and You (No 3187)<br><br>--Health Department resource persons. |

**OTHER RELATED ACTIVITIES:**

Investigate human aspects of other governmental agencies and businesses/industries.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To realize that because of labor market demand, some people must take jobs that are available rather than being able to choose their vocations.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will demonstrate an awareness that although most people work, some are not happy in the work they do by: telling of why one worker was not happy in his/her job.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 10 - 13

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Listen to a teacher's explanation of how workers sometimes must take a job they really do not want.<br><br>--Visit a local industry and interview workers as to whether or not they are working at their choice of an occupation.<br><br>--Listen to classroom speakers tell if they are working in their choice of an occupation.<br><br>--Create and role play situations of people working not at their choice of an occupation. | --Local business and industry classroom speakers and field trip sites. |

**OTHER RELATED ACTIVITIES:**

Further investigate workers who take jobs not by choice. Plan, write, and videotape a "documentary" of a worker who is forced to take a job.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To recognize that an individual may be suited for numerous occupations.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** After investigating an occupation in which a student has interest, he/she will give a 2-3 minute speech to classmates telling job duties and advantages and disadvantages of the job and showing 1-3 visuals pertaining to the job.

**SUGGESTED SUBJECT AREA:** Language arts

**SUGGESTED DEVELOPMENTAL AGE:** 8 - 12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --View material about various types of occupations.<br><br>--Select the occupation most interested in.<br><br>--Prepare the outline for a speech.<br><br>--Collect visuals for speech.<br><br>--Tape speech in private.<br><br>--Analyze and correct tape.<br><br>--Give speech--live. | --Changing Times Educational Service: Real People at Work (books)<br><br>--New Reader's Press: The World of Work, Occupations I and II, (books)<br><br>--Fearon: The Job Box, (booklets)<br><br>--Educational Activities, Inc., Career Awareness, Part I and II, (filmstrips and casettes)<br><br>--King Features: Popeye Career Awareness Program. (comic books)<br><br>--Clearview, Inc., Working in the World. (filmstrips and casettes) |

**OTHER RELATED ACTIVITIES:**

Use community resource persons to describe the occupations in classroom, visit various job sites, complete personal inventories of likes and dislikes, match inventories to job conditions.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To know that much of one's total life routine is organized around the work one does.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will demonstrate acceptance of the concept of work as a part of living by naming each of his/her family members and telling what job(s) each has to do.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 4 - 6

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Draw pictures of each family member at work.<br><br>--Interview own parents to discover parents' view as to who is responsible for what work.<br><br>--Listen to parent guest speakers describe who does which job for the family.<br><br>--Help in charting a compilation of jobs and persons responsible for the families of the various guest speakers.<br><br>--Make up a picture chart of jobs and persons responsible in own family. | --Drawing materials.<br><br>--Parents as resource speakers.<br><br>--Poster board.<br><br>--Picture representations of various type jobs.<br><br>--Picture representations of various family members.<br><br>--Wittman: Howie Helps Himself by Fassler. (book)<br><br>--Grosset & Dunlap: Oh What a Busy Day by G. Fujikawa. (book)<br><br>--Children's Press: All by Myself by J. B. Moncure. (book) |

**OTHER RELATED ACTIVITIES:**

Prepare a 24 hour chart of how a worker spends his/her day.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** Given a list of 10 jobs, the student will tell: if the job is year round or seasonal, and if the pay per year is $6032* or more, or less than $6032*.

**SUGGESTED SUBJECT AREA:** Math

**SUGGESTED DEVELOPMENTAL AGE:** 12 - 14

*Based on year round 40 hour work week at $2.90 per hour.

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Categorize jobs as seasonal or full-time through group discussion.<br><br>--Listen to the concept of $2.90 as a minimum wage.<br><br>--Solve problems of weekly, monthly, and yearly pay of various workers.<br><br>--Discuss the probable total pay of seasonal vs. year round full time workers. | --Job pictures from magazines.<br><br>--Pocket calculators. |

**OTHER RELATED ACTIVITIES:**

Introduce the concept of jobs that require more education, pay more.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To know that vocational choice is determined by social, individual, and economic factors, each of which may independently influence an individual.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** Given 20 pictures of workers at work, the student will name the occupation and tell whether or not he/she would like to do it.

**SUGGESTED SUBJECT AREA:** Language arts--speech stimulation

**SUGGESTED DEVELOPMENTAL AGE:** 3 - 5

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Orally identify pictured occupations.<br><br>--Discuss who would and would not like to do each occupation.<br><br>--Discuss good and bad parts of each occupation.<br><br>--Exchange stories with classmates concerning jobs that seem interesting and those that seem uninteresting.<br><br>--After drawing a "person at work picture," describe the picture.<br><br>--Orally with classmates help teacher fill out chart of: "Work we like to do" and "Work we do not like to do." | --Peabody Kit People Cards<br><br>--Magazine cut-outs of occupations.<br><br>--Poster board. |

**OTHER RELATED ACTIVITIES:**

Pursue study of economic factors related to choice of an occupation. Pursue study of social factors related to choice of an occupation.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To recognize that geographic location determines the kinds of work found therein.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked, the student will tell three types of industry located in his/her area.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 12 - 14

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --View a model relief map of South Carolina. | -S.C. Welcome Centers--for relief map. |
| --Study maps to identify the major landforms in the area. | --U.S. Department of Interior Geological Survey Maps. |
| --Review early exploration of the area. | -S.C. Archives and History Department. |
| -Examine slides, pictures, and books depicting earliest area settlements. | --County historical societies. |
| -Review and discuss reasons why certain industries developed in the area. | --Local Chamber of Commerce. |
| -Locate (and visit) sites of early area settlement and industry. | -Industrial directories. |
| --Determine types of industry in area at present. | --Local telephone directories. |

**OTHER RELATED ACTIVITIES:**

Construct a relief map of the local area. Investigate types of jobs in each industry. Study other parts of the country re: peculiar geography vs. industry located there.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand that in our culture a person's preference of work (not necessarily his/her actual employment, indicates much about him/her that is significant.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will demonstrate an understanding of the relationship of lifestyle to occupation by describing the lifestyle of a farmer.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 8 10

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| -Listen to a farmer (guest speaker) describe his/her lifestyle.<br><br>-Visit a local farm.<br><br>-Role play a day in the life of a farmer.<br><br>-Participate in a class discussion to compile a list of descriptions of a farmer's lifestyle. | -Local farmers as resource persons.<br><br>-Coronet: Let's Visit a Poultry Farm. (film)<br><br>--Children's Press: I Want to be a Farmer. (book)<br><br>-Eye Gate: Cattle Raising. (filmstrip)<br><br>-Am. Dairy Assoc., Adventures in Dairyland. (film) |

**OTHER RELATED ACTIVITIES:**

Construct a model farm. Investigate lifestyles of workers in other occupations.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To comprehend that school is a job.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** Given a laminated time card bearing the name and photograph of the student, the student will write the time of his/her arrival with grease pencil copied from a digital clock.

**SUGGESTED SUBJECT AREA:** Math

**SUGGESTED DEVELOPMENTAL AGE:** 4 - 6

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Trace numerals using a number template.<br><br>--Construct numerals by connecting the dots.<br><br>--Using sandpaper flashcards, trace numerals with the finger.<br><br>--Copying from flashcards, write numerals on the chalkboard.<br><br>--Copying from a digital clock, write the time on the blackboard.<br><br>--Copying from a digital clock, write the time on a laminated timecard. | --DLM: number template<br><br>--SRA: Distar Math Series I (good for learning to form numerals).<br><br>--Sandpaper and magic marker.<br><br>--Digital clock.<br><br>--Student snapshots.<br><br>--Laminated time cards.<br><br>--Grease pencil. |

**OTHER RELATED ACTIVITIES:**

Use time cards with names only, clock with regular face, sign-in sheet for whole class on one page. Discuss importance of being on time. Reward on-time behavior. Telling time activities.

## ELEMENT: CAREER AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To realize that hobbies and interests may lead to a vocation.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** Given marigold seeds, potting soil, and a container, the student will allow the seeds to germinate, care for the seedlings, and plant them outside in a school flower garden.

**SUGGESTED SUBJECT AREA:** Science

**SUGGESTED DEVELOPMENTAL AGE:** 4 - 9

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Plant the seeds.<br><br>--Keep the soil moist and warm.<br><br>--Water and fertilize the seedlings.<br><br>--Thin and transplant the seedlings.<br><br>--Help prepare the outside flower bed.<br><br>--Plant marigold plants.<br><br>--Water, feed, and weed flower bed. | --Park Seed Co., Greenwood, S.C., seed catalog, seeds, potting soil, containers, and fertilizer.<br><br>--Garden tools: rake, spade, hoe, cultivator.<br><br>--Resource persons: local garden club members, horticulture staff persons from local TEC school, local 4-H leaders, local nursery owners, county Agricultural Extension Agent. |

**OTHER RELATED ACTIVITIES:**

Investigate careers in horticulture and farming through speakers, field trips, reading.

## ECONOMIC AWARENESS

Economic awareness helps the student differentiate among what is available, what is needed, what is wanted, and what is a luxury. Thus, the student must develop an understanding of tax system, all of which help him/her to determine an occupational choice. In addition, the student develops his/her own concept of the management of personal finances (i.e., earning, spending, borrowing, saving).

Long range learner objectives suggested by the South Carolina Department of Education Career Education Staff for the economic awareness element:

1. To identify within the home unit what is available, needed, wanted, luxury.

2. To understand the system of exchange of goods and services.

3. To understand the difference between the money exchange system and the barter system.

4. To comprehend the United States monetary system.

5. To understand the process of and relationship between production and distribution of goods and service.

6. To understand the law of supply and demand as a determinant in occupational choice.

7. To develop the concept of financial management (i.e., earning, spending, borrowing, saving).

8. To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer).

9. To recognize the financial and legal tools that govern and protect the worker.

10. To apply knowledge of economic responsibilities to career decisions.

11. To understand the economic implications brought about when a career decision is made.

12. To know that most people spend their lives serving or in the service of others.

13. To take notice that a major reason most people work is money. ("Economic Security" is often found to take first place in job satisfaction studies.) Certainly, however, variety of activity and a chance to employ an individual's particular talents or skills also weigh heavily in the satisfaction a job affords.

14. To realize that when needed jobs are in short supply, the pay is higher. (These workers can charge directly for their services.)

15. To recognize that work is a way of winning economic independence.

15. To understand that some workers produce goods while others produce services.

17. To be alert to the fact that technological progress changes, eliminates, and creates work.

18. To comprehend certain basic principles of the economy like capitalism, supply and demand, taxes, and money exchange.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To identify within the home unit what is available, needed, wanted, luxury.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will construct a budget for a family of three with an income of $172/week dividing the budget into wants and needs.

**SUGGESTED SUBJECT AREA:** Math

**SUGGESTED DEVELOPMENTAL AGE:** 12 - 18

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| The student will:<br><br>--Discuss the difference between a need and a want.<br><br>--Compile lists of wants and needs in own home.<br><br>--Compare lists (to emphasize that one person's need is another's want).<br><br>--Discuss basic budget categories.<br><br>--Research minimum dollar amounts for each. | --Newspapers and catalogs.<br><br>--Interpretive Education: Budgeting Series. (multimedia)<br><br>--Follett: Knowing How to Budget and Buy by H. M. & E. M. Bohlman. (book)<br><br>--Educational Activities: Making the Most of Your Money by P. Kruger. (filmstrips) |

**OTHER RELATED ACTIVITIES:**

Continue budgeting with family crisis situations (i.e., illness, losing a job, etc.) added.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand the system of exchange of goods and services.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked what the baker does with the money received from selling donuts, the student will answer: buy flour to make more donuts and food for himself/herself.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 9 - 12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Visit a bakery to watch donuts being made.<br><br>--Buy some donuts.<br><br>--Plan a classroom donut-making experience.<br><br>--Go shopping to buy ingredients.<br><br>--Make and eat donuts.<br><br>--Discuss what the baker does with the money received from selling his/her donuts. | --Resources persons: local baker, milling company representative (if available locally).<br><br>--Melmont: At the Bakery by L. Colonius. (book) |

**OTHER RELATED ACTIVITIES:**

Follow a person providing services to investigate how he/she sells his/her services for money to be used for buying needed goods.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand the difference between the money exchange system and the barter system.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will briefly explain the barter system stating that money is not used in it.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 9 - 12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss trading as a means of getting something.<br><br>--Tell what he/she traded during the past week (e.g., food, jobs, clothing, etc.).<br><br>--Research countries that use the barter system extensively.<br><br>--Plan a classroom barter experience using no money.<br><br>--Bring in items no longer wanted to barter.<br><br>--Locate desired objects brought in by other students.<br><br>--Negotiate trades of items. | --Library, materials about various countries use of barter system (e.g., New Guinea).<br><br>--Items to barter. |

**OTHER RELATED ACTIVITIES:**

Study more in-depth accounts of the barter system as used in other countries.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To comprehend the U.S. monetary system.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** Given $.75 and ten items with price tags on each (priced from $.29 to $1.98), the student will correctly say if he/she has enough money to buy each item.

**SUGGESTED SUBJECT AREA:** Math

**SUGGESTED DEVELOPMENTAL AGE:** 6 - 8

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Read money amounts on flashcards, in newspaper ads, on price tags, etc. | --Money flashcards. |
| --Count to 100. | --Newspaper ads. |
| --Using a set of paired money cards, decide which money amount of the pair is greater. | --Price tags. |
| --Play money games. | --DLM: "Amusement Park Game" (Money Game). |
| --"buy" items in a classroom mock grocery store. | --Mock classroom grocery store. |
| --Go to a real grocery store and purchase an item. | --Classroom objects labeled with price tags. |
| | --Fearon: Using Dollars and Cents<br>Money Makes Sense |
| | --Follett: The Money You Spend (Turner Series). |

**OTHER RELATED ACTIVITIES:**

Identify U.S. coins, make change, count out money amounts.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand the process of and relationship between production and distribution of goods and services.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will participate, as directed, in the set-up of a classroom business.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 10 - 14

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Listen to the guest speaker from Junior Achievement explain how to set up a classroom company.<br><br>--Help choose the type of product to be produced.<br><br>--Help design the product.<br><br>--Discuss and agree on job assignments for each class member.<br><br>--Assemble materials for production.<br><br>--Manufacture the product.<br><br>--Sell the product.<br><br>--Pay bills for materials and salaries. | --Local Junior Achievement staff for speakers and printed instruction materials. |

**OTHER RELATED ACTIVITIES:**

Create another class business providing a service instead.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand the law of supply and demand as a determinant in occupational choice.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will tell a story about a worker who produced goods or supplied services no longer in demand.

**SUGGESTED SUBJECT AREA:** Social studies

**SUGGESTED DEVELOPMENTAL AGE:** 6 - 9

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Talk about service jobs that have been replaced by machinery (i.e., bowling pin setters, caddies, etc.)<br><br>--Visit the sites where they used to be employed to see the machinery that replaced them.<br><br>--Take a walk to locate empty stores.<br><br>--Try to find out why the stores went out of business<br><br>--Discuss a fad item of the past (i.e., mood ring, pet rock, etc.) and look at it.<br><br>--Imagine what has happened to the workers that used to produce them. | --Resource persons: Chamber of Commerce representatives, persons once employed in a non-existent job today.<br><br>--Field trip sites: bowling alley, golf course, area with empty commercial buildings. |

**OTHER RELATED ACTIVITIES:**

Investigate the economic factors that influence supply and demand.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To develop the concept of financial management (i.e., earning, spending, borrowing, saving.)

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** Given monthly payment and length of the contract for an item bought on the installment plan, the student will calculate the difference between the cash and the credit price.

**SUGGESTED SUBJECT AREA:** Math

**SUGGESTED DEVELOPMENTAL AGE:** 10 - 14

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss the concept of buying something when you do not have enough money.<br><br>--List advantages of installment buying.<br><br>--Discover which major stores provide installment buying.<br><br>--Fill out a credit application.<br><br>--Work problems figuring total credit prices.<br><br>--Discuss disadvantages and possible dangers of installment buying. | --Interpretive Education: Applying for Credit. (sound filmstrip)<br><br>--New Reader's Press: Be Informed On Personal Credit. (book)<br><br>--Credit applications from local stores. |

**OTHER RELATED ACTIVITIES:**

Compare and contrast various sources for borrowing money.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer.)

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will consult the bus schedule, walk to the bus stop at the correct time, and board the bus.

**SUGGESTED SUBJECT AREA:** Math/prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 9 - 14

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss the concept: AM and PM.<br><br>--Practice reading clocks (digital or regular) and state whether it is AM or PM.<br><br>--Walk to the bus stop and time the walk.<br><br>--Calculate minutes in advance he/she must leave school in order to catch the bus.<br><br>--Read bus schedule and choose the one to take.<br><br>--Calculate time he/she must leave school to catch the bus.<br><br>--Read time and leave school.<br><br>--Walk to bus stop.<br><br>--Wait for and get on bus. | --Local bus schedules.<br><br>--"Tell Time Quizmo". (game)<br><br>--"The Green Eyed Monster". (telling time game)<br><br>--Singer: Telling Time. (multimedia kit)<br><br>--Warren's Educational Supply: Basic Skills in Getting Around by E. R. Young. (spirit masters)<br><br>--Educational Projections Corp.: Some Methods of Transportation (Traveling By Bus). (filmstrip) |

**OTHER RELATED ACTIVITIES:**

Compile and chart, graph, or make tables of any basic school information--especially sports results.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To recognize the financial and legal tools that govern and protect the worker.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked for Social Security number, the student will either state it or show the card or other paper with the number on it.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 14 - 16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss the basic reasons and benefits for Social Security.<br><br>--Fill out applications for Social Security number (even if already have number).<br><br>--Visit local Social Security office and watch presentation of services provided.<br><br>--Turn in filled out application card and birth certificate (if student does not already have number).<br><br>--Listen to classroom speaker who is receiving Social Security benefits explain how he/she applied for benefits and in what form they are received. | --New Reader's Press: Be Informed on Social Security and Personal Insurance. (book)<br><br>--Resource persons: representative from local Social Security Office and person receiving Social Security benefits.<br><br>--Social Security card application forms. (NOTE: The student will also need a birth certificate to apply for a number.)<br><br>--Social Security films provided by Social Security offices. |

**OTHER RELATED ACTIVITIES:**

Investigate OSHA and Wage and Hour Division of U.S. Labor Department.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To apply knowledge of economic responsibilities to career decisions.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will give the name of the person(s) who support(s) his/her family and in what occupation the family member(s) is/are employed.

**SUGGESTED SUBJECT AREA:** Social studies

**SUGGESTED DEVELOPMENTAL AGE:** 7 - 10

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss the concept of family support.<br><br>--Tell what family members work and whether their pay goes for themselves or for the whole family.<br><br>--Investigate occupations of family members.<br><br>--Help compile a chart of types of employment for family members of the class.<br><br>--Report on the number of persons in the family.<br><br>--Discuss why larger families need more money for support. | --Resource persons: family members.<br><br>--Hallmark: What Daddies Do by E. Rosenbaum. (book)<br><br>--Scott Educational Division: What Does Your Dad Do? (sound filmstrip)<br><br>--Roberts Audio Visual Learning Arts: Fathers Work. (filmstrip)<br><br>--School Speciality Supply, Inc.: Mothers Work, Too. (filmstrip) |

**OTHER RELATED ACTIVITIES:**

Explore occupations which can support a family vs. those that cannot.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand the economic implications brought about when a career decision is made.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will explain why the job of auto mechanic pays more than the job of pumping gas.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 12 - 16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --View media on gas station jobs and mechanics.<br><br>--Listen to guest speaker--gas station manager explain different pay rates for mechanics and persons to pump gas.<br><br>--Explore training necessary to become a mechanic by visiting a local vocational training school and listening to the instructor.<br><br>--Meet a mechanic and hear about the training he/she received.<br><br>--Visit a gas station and pump gas into a car.<br><br>--Discuss skills needed, difference in education required, and wages paid to mechanics and persons who pump gas. | --Children's Press: I Want to Be an Auto Mechanic by E. Baker. (book) I Want To Be a Service Station Attendant by E. Baker. (book)<br><br>--Lothrup, Lee, & Shepard: You Can Be a Mechanic by A. Liebers. (book)<br><br>--ACI Productions: I Can Be a Mechanic. (film)<br><br>--Fearon: Jerry Works in a Service Station by J. M. Wade (book)<br><br>--Resource persons: gas station manager, automotive instructor from vocational school and a mechanic. |

**OTHER RELATED ACTIVITIES:**

Investigate other career areas where jobs of different skill levels exist.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To know that most people spend their lives serving or in service of others.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked how long workers must keep working, the student will answer until they retire when they're old.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 12 - 16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss the meaning of the word retirement.<br><br>--Tell of any known retired workers.<br><br>--Investigate how old workers are when they retire.<br><br>--Listen to retired worker as a classroom guest speaker.<br><br>--Research where retired persons get money to live on (e.g., pension, Social Security, savings, etc.) | --Resource person: a retired worker, a personnel manager, and a representative of the Social Security office.<br><br>--New Reader's Press: Be Informed on Social Security and Personal Insurance. (book) |

**OTHER RELATED ACTIVITIES:**

Further explore retirement plans of various businesses and industries.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To take notice that a major reason most people work is money.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will list five things people can buy with the money they get from working.

**SUGGESTED SUBJECT AREA:** Math

**SUGGESTED DEVELOPMENTAL AGE:** 5 - 8

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Tell what was the most recent thing bought.<br><br>--After looking through newspapers and catalogs, show what he/she would like to buy.<br><br>--Discuss how to get money.<br><br>--Tell what other things (not in newspapers and catalogs) he/she would like to buy.<br><br>--Make up a shopping list with prices and totals. | --Children's Press: What Is Money? by C. Barkin & E. Jones. A Beginning Book About Money by S. Ziegler. (books)<br><br>--Jim Handy Organization: Shopping For Groceries. (filmstrip)<br><br>--Educational Achievement Corp.: "Hannibal Earn and Spends Game." (game)<br><br>--David C. Cook Publishing Co.: "Earning and Using Money". (teaching pictures)<br><br>--Newspapers, catalogs.<br><br>--Pocket calculator. |

**OTHER RELATED ACTIVITIES:**

Investigate wise vs. foolish purchases--buying needs before wants.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To realize that when needed jobs are in short supply, the pay is higher. (These workers can charge directly for their services.)

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked what happens to the price of an item when it becomes scarce, the student will answer that the price goes up.

**SUGGESTED SUBJECT AREA:** Social studies

**SUGGESTED DEVELOPMENTAL AGE:** 12 - 16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Name things bought recently with the price paid.<br><br>--Discuss if he/she would be willing to pay five times as much for it.<br><br>--Decide what factors determine a fair price for a product.<br><br>--Discuss degree of wanting or needing an object (e.g., a new shirt, gasoline, etc.) and whether one can live without it.<br><br>--Suggest substitutions for given high priced objects.<br><br>--Listen to guest speaker antique dealer discuss rising prices on scarce items. | --Resource person: antique dealer.<br><br>--Warren's Educational Supplies: Basic Skills in Shopping by E. R. Young.<br><br>--New Reader's Press: Be Informed on Wise Buyings. (book) |

**OTHER RELATED ACTIVITIES:**

Continue this activity and extend it to include pay of types of workers in demand.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To recognize that work is a way of winning economic independence.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked when can he/she move out from home, the student will answer when he/she has a job that pays enough to live on.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 14 - 18

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Listen to guest speakers (parents and recent graduates) discuss their first job experiences with being economically independent.<br><br>--Determine money amounts needed for shelter, food, clothing, and transportation.<br><br>--Plan a meal and visit a supermarket to calculate cost of it.<br><br>--Discuss ways to reduce expenses.<br><br>--Calculate a minimum dollar amount one could live on.<br><br>--Using wages quoted in employment ads, decide if one could live independently on that job. | --Resource persons: parents and recent high school graduates.<br><br>--Local newspaper for classified housing, automotive, and employment ads.<br><br>--Sears, Penny's, & Montgomery Ward catalogs for clothing prices.<br><br>--Supermarkets for food prices. |

**OTHER RELATED ACTIVITIES:**

Study in detail ways of cutting living expenses (i.e., grow a garden, make own clothes, share an apartment, etc.)

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand that some workers produce goods while others produce services.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked if a farmer produces goods or services, the student will answer correctly.

**SUGGESTED SUBJECT AREA:** Social studies

**SUGGESTED DEVELOPMENTAL AGE:** 5 - 8

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Listen to the recording about a laundry and a bakery.<br><br>--Discuss the difference between producing goods and producing services.<br><br>--Visit a local farm to see if the farmer produces any goods.<br><br>--Help compose an experience chart of the visit.<br><br>--View media to see what other types of farmers do.<br><br>--Draw pictures of the goods farmers produce. | --Folkways: "Laundry and Bakery Story." (record)<br><br>--Resource person: local farmer.<br><br>--Centron Films: Beef: The Steak in the Grass. Corn: The Plant With Ears. Dairy Products: From Moo to You. Peanuts and the Peanut Butter Plant. Poultry: Laying It on the Line. Soybeans: The Magic Beanstalk. Wheat: From Field to Flour. (Economic Geography Series) (films) |

**OTHER RELATED ACTIVITIES:**

Investigate workers that produce services.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To be alert to the fact that technological progress changes, eliminates, and creates work.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will cite two examples of careers in Tom Sawyer's day which are obsolete today.

**SUGGESTED SUBJECT AREA:** Language arts

**SUGGESTED DEVELOPMENTAL AGE:** 9 - 12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Listen to the record of Tom Sawyer. | -SVE: "Tom Sawyer" read by Ezra Stone. (record) |
| --Find Hannibal on the map. | --U.S. map. |
| --Discuss why transportation on the river was important to people who lived in Hannibal. | --Library resources about transportation on rivers. |
| --Investigate Mississippi River transportation and jobs involved in Tom Sawyer's day and now. | |
| --Discuss the meaning of the word obsolete. | |

**OTHER RELATED ACTIVITIES:**

Investigate jobs of today which may become obsolete when students become adults.

## ELEMENT: ECONOMIC AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To comprehend certain basic principles of the economy like capitalism, supply and demand, taxes, and money exchange.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** Given simulated factual personal information, the student will fill out form 1040A (short form) of a U.S. Individual Income Tax Return.

**SUGGESTED SUBJECT AREA:** Math

**SUGGESTED DEVELOPMENTAL AGE:** 14 - 18

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss why we pay taxes.<br>--Explore consequences of non-payment.<br>--Investigate how taxes are used and services the government provides.<br>--Examine and discuss a filled out W-2 form.<br>--Read items on 1040A form.<br>--Explain what should be written on each line. | --New Reader's Press: Be Informed on Taxes. (book)<br>--Educational Projects Corp.: Taxes. (filmstrip)<br>--Federal Guide to Income Tax.<br>--Form 1040A.<br>--W-2 form. |

**OTHER RELATED ACTIVITIES:**

Fill out S.C. State Income Tax form.

## EDUCATIONAL AWARENESS

Educational awareness involves helping students learn how their school subjects are related to daily life and the world of work. By relating current lessons to future work, teachers can answer the common question, "Why do we have to study this?" The student realizes that the basic skills learned in school, at any level, help prepare him/her for life. Educational awareness also involves learning the amount of training necessary for occupations.

Long range learner objectives suggested by the South Carolina Department of Education Career Education Staff for the educational awareness element:

1. To know that school is a job which requires certain basic skills for success.
2. To realize that workers need some kind of special training and knowledge for most jobs.
3. To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.
4. To understand that specialized skills lead to interdependency of jobs.
5. To know that tentative educational plans must be formulated in order to arrive at a certain goal.
6. To learn that human relations skills (e.g., communication) are as necessary as computational skills.
7. To recognize that there are many training channels directed toward job entry.
8. To acquire the basic skills and habits found in the working world.
9. To understand that knowledge or skills which are transferable will facilitate retraining.

## ELEMENT: EDUCATIONAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To know that school is a job which requires certain basic skills for success.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** Given a list of 10 reasons for being absent from school, the student will classify them as legitimate vs. illegitimate.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 9-12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| The student will:<br><br>--Brainstorm to discover a wide range of reasons for absenteeism.<br><br>--Discuss the difference between legitimate vs. illegitimate reasons for absences.<br><br>--Discuss the probable consequences of being chronically absent from school and also from the job.<br><br>--Discuss how absenteeism affected school work when he/she returned to school after an absence.<br><br>--Listen to guest speaker--a personnel manager from a local industry--discuss how he/she handles absenteeism of employees.<br><br>--Design a bulletin board depicting legitimate and illegitimate reasons for absences. | --Resource person: local personnel manager.<br><br>--Janus: Don't Get Fired! (book)<br><br>--SRA: Your Attitude is Changing. (book)<br><br>--Frank E. Richards: Unemployed Uglies by R. D. Howard. (book)<br><br>--Singer: Job Survival Skills. (multimedia kit)<br><br>--Guidance Associates: Job Attitudes: Trouble at Work. (filmstrips)<br><br>--Educational Projections Corp.: Keeping a Job: Attitudes, Work, People. (filmstrips) |

**OTHER RELATED ACTIVITIES:**

Investigate other school work skills needed: following directions, working with others, working at a satisfactory rate, accepting supervision, meeting demands for quality work.

## ELEMENT: EDUCATIONAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To realize that workers need some kind of special training and knowledge for most jobs.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked what kind of training secretaries must have the student will answer training in typing, filing, running duplicating machines, etc.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 11-14

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Visit school secretary's office.<br><br>--Discuss what skills are needed.<br><br>--Attempt typing on a classroom typewriter.<br><br>--Listen to a secretary guest speaker describe his/her training.<br><br>--Investigate the secretarial training program in the high school through visiting the classes and interviewing the teachers.<br><br>--Construct a bulletin board about a secretarial career containing both skills needed and training required. | --Resource persons: school secretary and business teachers in the local high school.<br><br>--Typewriter.<br><br>--Children's Press: I Want to Be a Secretary by E. Baker. (book) |

**OTHER RELATED ACTIVITIES:**

Investigate training required in other occupations.

## ELEMENT: EDUCATIONAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will tell how school prepared his/her parent(s) for their jobs.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 6-9

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Participate in a discussion of what kind of work parents do.<br><br>--Help class chart types of work parents do.<br><br>--Discuss the ways in which school work helps prepare these kinds of workers.<br><br>--Interview own parents on how school work helped prepare them for their jobs. | --Resource persons: parents who will volunteer to speak to the class about their work.<br><br>--Hallmark: What Daddies Do by E. Rosenbaum. (book)<br><br>--Scott Educational Div.: What Does Your Dad Do? (filmstrip)<br><br>--Roberts Audio Visual Learning Arts: Fathers Work. (filmstrip)<br><br>--School Speciality Supply, Inc.: Mothers Work, Too. (filmstrip) |

**OTHER RELATED ACTIVITIES:**

Interview other workers in how school prepared them for work.

## ELEMENT: EDUCATIONAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand that specialized skills lead to interdependency of jobs.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked what happens when the worker at the beginning of the assembly line is not working, the student will answer: "no one can work."

**SUGGESTED SUBJECT AREA:** Vocational

**SUGGESTED DEVELOPMENTAL AGE:** 12-18

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Be trained for a specific job in the assembly line process of reclaiming computer transformers: cutting off tips of lead-in wires, stripping ¼ inch (.6 cm) of covering off wire, dipping the tips into solder.<br><br>--(After removing the student from the last step) be instructed to continue working.<br><br>--Discuss results of having no one solder.<br><br>--(After removing the student from the middle step), be instructed to continue working.<br><br>--Discuss results of having no one strip wires.<br><br>--(After removing the student from the first step), be instructed to continue working.<br><br>--Discuss results of having no one cutting. | --Transformers to be reclaimed.<br><br>--Wire cutters, strippers, solder pot. |

**OTHER RELATED ACTIVITIES:**

Experiment with the speed of having one worker do the whole process vs. each worker specializing in one step.

81

## ELEMENT: EDUCATIONAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To know that tentative educational plans must be formulated in order to arrive at a certain goal.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked what are the educational requirements to be a teacher's aide, the student will answer: "be graduated from high school."

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 10-14

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Visit a primary classroom that has a teacher's aide.<br><br>--Discuss what the aide did.<br><br>--Listen to the aide as a guest speaker.<br><br>--Ask the aide what education is required to be an aide.<br><br>--Be an "aide for a day" --shadowing and assisting the aide in the primary class. | --Random House: Great Big School House by R. Scarry<br><br>--Resource person: a teacher's aide. |

**OTHER RELATED ACTIVITIES:**

Investigate educational requirements of other careers.

## ELEMENT: EDUCATIONAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To learn that human relations skills (e.g., communication) are as necessary as computational skills.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will demonstrate her or his ability to call the fire department to report a fire.

**SUGGESTED SUBJECT AREA:** Language arts

**SUGGESTED DEVELOPMENTAL AGE:** 7-10

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --After listening to a tape of various emergency sounds, discuss sounds heard and the necessary steps to take with each.<br><br>--Discuss the possible meanings of flashing lights on vehicles.<br><br>--Visit a fire station.<br><br>--Listen to the fire fighter, in class guest speaker, tell what to do when a person discovers a fire.<br><br>--Discuss what information must be given in reporting a fire.<br><br>--Practice reporting fires on a (non-working) telephone. | --Tape of emergency sounds.<br><br>--Local fire station with staff as resource persons.<br><br>--Bell Telephone's "Tele-trainer": (a pair of real telephones that are hooked up together and can be made to ring).<br><br>--TV program: "Emergency".<br><br>--Young People's Records: "Let's Be Firemen."<br><br>--Encyclopedia Britannica: Freddy the Fireman (Career Kits for Kids Series). |

**OTHER RELATED ACTIVITIES:**

Contrast and compare human relations skills with computational skills.

## ELEMENT: EDUCATIONAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To recognize that there are many training channels directed toward job entry.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will state at least one way she or he can be trained to be a construction worker.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 10-14

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --View resources on construction workers.<br><br>--Visit a building under construction in the area.<br><br>--Listen to a construction worker guest speaker explain how his/her training was received.<br><br>--Visit a vocational school's building construction class. | --Centron Films: Jobs in the City: Construction. (film)<br><br>--Educational Activities Inc.: Construction Workers (filmstrip)<br><br>--Encyclopedia Britannica: Rusty the Construction Worker. (multimedia kit) |

**OTHER RELATED ACTIVITIES:**

Investigate sources of training for other occupations.

## ELEMENT: EDUCATIONAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To acquire the basic skills and habits found in the working world.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will give three reasons for wanting to go to school.

**SUGGESTED SUBJECT AREA:** Social studies

**SUGGESTED DEVELOPMENTAL AGE:** 5-8

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss the advantages of going to school vs. the advantages of staying at home.<br><br>--Role play a pretend situation: "All schools are forever closed."<br><br>--Help compile a list of "Good things that happen when we go to school."<br><br>--Help chart a story about "things we learn at school."<br><br>--Draw pictures of learning at school. | --Dennison: First Day at School by J. Holland. (book)<br><br>--Chart paper, drawing paper, drawing materials. |

**OTHER RELATED ACTIVITIES:**

Investigate other habits necessary to the working world (i.e., following directions, working with others, doing quality work at a satisfactory rate, etc.).

## ELEMENT: EDUCATIONAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand that knowledge or skills which are transferable will facilitate retraining.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will list five specific qualifications which are basic to any job.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 10-14

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss: what a truck driver must know besides how to drive a truck, what a waitress must know besides how to carry food, etc.<br><br>--Listen to guest speakers tell what employees in general must be able to do.<br><br>--Discuss the importance of work habits and behaviors, such as following directions, being able to work with others, doing quality work at a satisfactory rate, accepting supervision, etc.<br><br>--Create a bulletin board of what all workers must be able to do. | --Resource persons: representative from local Job Service Office, a local personnel manager.<br><br>--Guidance Associates: Trouble at Work. (filmstrips)<br><br>--Educational Projections Corp.: Keeping a Job: Attitudes, Work, People. (multimedia)<br><br>--SRA: Your Attitude is Changing. (book) |

**OTHER RELATED ACTIVITIES:**

Focus on specific job skills that are transferable to his/her jobs.

## ATTITUDES AND APPRECIATIONS

Healthy attitudes and appreciation for work are key elements in the degree of success attained by workers. Thus, students should be helped to develop a receptive attitude toward careers and to appreciate the need for all forms of work. The student's ability to perceive people objectively affects his/her ability to work cooperatively. In addition the ability to exhibit traits of dependability and responsibility in a variety of settings is strong evidence of how well the student may perform in her or his career.

Long-range learner objectives suggested by the South Carolina Department of Education Career Education Staff for the attitudes and appreciations element:

1. To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

2. To recognize the vital importance of a cooperative spirit.

3. To learn to analyze working roles according to advantages and disadvantages.

4. To understand the relationship between occupations and their changes.

5. To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).

6. To understand the need to make a meaningful career choice. (Individuals are responsible for their career planning and personal values related to life choices.)

7. To know that the ability to perceive the environment affects one's attitudes toward work.

8. To develop healthy work habits (e.g., dependability and responsibility in a variety of settings).

9. To realize that work affords different rewards to individuals (e.g., monetary or personal).

## ELEMENT: ATTITUDES & APPRECIATIONS

**LONG RANGE LEARNER OBJECTIVE:** To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will cooperate with the Student Worker of the Week project as directed.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 9-12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| The student will:<br><br>--Discuss possible guidelines for the project.<br><br>--Participate in setting the guidelines by consensus.<br><br>--Help select the student and staff judging team.<br><br>--Plan the awards ceremony.<br><br>--Congratulate the winner.<br><br>--Help assemble a bulletin board display about the winner: photograph, work samples, interesting stories, favorite pastimes and possessions.<br><br>--Honor the winner throughout the week. | --Resource persons: staff members--to assist in judging; principal--to give out awards.<br><br>--Photographs, work samples, and other personal materials of the selected student.<br><br>--Simple refreshments for the award ceremony. |

**OTHER RELATED ACTIVITIES:**

Focus on the importance of each family member.

## ELEMENT: ATTITUDES & APPRECIATIONS

**LONG RANGE LEARNER OBJECTIVE:** To recognize the vital importance of a cooperative spirit.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will identify five different activities for which more than one person is required.

**SUGGESTED SUBJECT AREA:** Prevocational.

**SUGGESTED DEVELOPMENTAL AGE:** 9-12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Be presented with a problem that requires two or more persons to solve (e.g., carry a table down a hallway).<br><br>--Solve the problem.<br><br>--Be assigned to work with a partner on various tasks.<br><br>--Discuss the likes and dislikes about working with others.<br><br>--Participate in a team sport.<br><br>--Visit an assembly line type industry.<br><br>--Participate in a simulated activity in which one member does not cooperate.<br><br>--Identify situations in which there is cooperation and shared responsibility. | --American Guidance Service: DUSO. (multimedia kit)<br><br>--Coronet: Our Family Works Together. (film)<br><br>--Resource persons: workers in an assembly line type industry. |

**OTHER RELATED ACTIVITIES:**

Further investigate the probable eventual future of a person who refuses to cooperate.

## ELEMENT: ATTITUDES & APPRECIATIONS

**LONG RANGE LEARNER OBJECTIVE:** To learn to analyze working rules according to advantages and disadvantages.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will give two advantages and two disadvantages of being a police officer.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 6-9

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --View media about being a police officer. | --Albert Whitman & Co.: Squad Car 55 by J. Barr. |
| --Meet the police officer--classroom visitor. | --Troll Assoc: "Getting to Know the Police Station" (Let's Imagine Going Places) (cassette) |
| --Visit the police department. | --Young People's Records: "Let's Be Policemen." |
| --Role play a day in the life of a police officer. | --Lothrup, Lee & Shepard: What Can She Be Series: A Police Officer by G. & E. Goldreich. |
| --Discuss the advantages of being a police officer. | --Resource person: a police officer. |
| --Discuss the disadvantages of being a police officer. | |

**OTHER RELATED ACTIVITIES:**

Investigate the reason behind school regulations, laws. Study advantages and disadvantages of other careers.

## ELEMENT: ATTITUDES & APPRECIATIONS

**LONG RANGE LEARNER OBJECTIVE:** To understand the relationships between occupations and their changes.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will compare and contrast three job duties of an airplane pilot today and 60 years ago.

**SUGGESTED SUBJECT AREA:** Social studies

**SUGGESTED DEVELOPMENTAL AGE:** 11-14

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --View media about being a pilot.<br><br>--Listen to classroom pilot guest speakers talk about their duties.<br><br>--Visit an airport.<br><br>--Visit the library to research flight 60 years ago.<br><br>--Discuss difference in duties between a pilot today and one 60 years ago. | --Lothrup, Lee, & Shepard: If I Flew A Plane by M. Young. (book)<br><br>--Educational Activities: Airport (Career Awareness Series). (multimedia)<br><br>--Scholastic: Jet Pilot (People Who Work Series). (sound filmstrip)<br><br>--Resource people: a pilot and a retired pilot. |

**OTHER RELATED ACTIVITIES:**

Investigate the changes in other modes of transportation and how that affects people employed to work with them.

## ELEMENT: ATTITUDES & APPRECIATIONS

**LONG RANGE LEARNER OBJECTIVE:** To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.)

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will name the Job-of-the-Week and tell something about this career.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 5-9

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Look at the pictures on the bulletin board of workers working in the job-of-the-week.<br><br>--Name the job-of-the-week.<br><br>--View materials about the job-of-the-week.<br><br>--Discuss skills and ability required on this job.<br><br>--Discuss tools and equipment required on this job.<br><br>--Discuss the role this job plays in the community.<br><br>--Discuss the need for persons interested in performing the job.<br><br>--Meet the worker (a classroom visitor) who works in the job of the week. | --Fearon: The Job Box. (booklets)<br><br>--New Reader's Press: Occupations I by C. Blakely and II by D. Schroeder (books)<br><br>--King Features: Popeye Career Awareness Program. (comic books)<br><br>--Pathescope: People At Work. (filmstrips)<br><br>--Changing Times Educational Service: Real People At Work. (books)<br><br>--Resource person: the worker of the week. |

**OTHER RELATED ACTIVITIES:**

Play "What's My Job"--based on the TV show 'What's My Line."

## ELEMENT: ATTITUDES & APPRECIATIONS

**LONG RANGE LEARNER OBJECTIVE:** To understand the need to make a meaningful career choice. (Individuals are responsible for their career planning and personal values related to life choices)

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** After reading about famous people and interviewing local workers, the student will write a one-page paper naming each person and their goals and whether or not they attained the goals.

**SUGGESTED SUBJECT AREA:** Language arts

**SUGGESTED DEVELOPMENTAL AGE:** 14-18

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss the concept of goal setting and its elements: self assessment, reality testing, motivation, perseverance, etc.<br><br>--Discuss result of goals with regard to personal satisfaction.<br><br>--Locate library books about famous people.<br><br>--Interview school personnel, parents, and others with regard to their goal attainment. | --Library books about famous people and their careers.<br><br>--Resource persons: school personnel, parents, other local workers.<br><br>--Argus Communication: How Do You Make Decisions? (Feelings & Thoughts). (sound filmstrip)<br><br>--ETV: Bread & Butterflies. |

**OTHER RELATED ACTIVITIES:**

Students set own short term goals and evaluate progress toward attainment.

## ELEMENT: ATTITUDES & APPRECIATIONS

**LONG RANGE LEARNER OBJECTIVE:** To know that the ability to perceive the environment affects one's attitudes toward work.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will pick up and properly dispose of any trash found on the school grounds.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 4-7

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Observe a puppet show about "Litter the Bug." | --Educational Action, Inc.: Teaching Children Values Through Unfinished Stories. (filmstrip and record) |
| --Discuss why she or he did not like the litter bug. | --Hand puppets. |
| --Draw pictures of the litter bug at work | --Art materials for pictures. |
| --Plan a campaign to "kill the litter bug" (pick up trash). | --Garbage bags for picking up trash. |
| --Carry out the campaign on the school grounds. | |
| --Discuss why he or she feels good after picking up trash. | |

**OTHER RELATED ACTIVITIES:**

Train students to closely observe other aspects of their environment.

## ELEMENT: ATTITUDES & APPRECIATIONS

**LONG RANGE LEARNER OBJECTIVE:** To develop healthy work habits (e.g., dependability and responsibility in a variety of settings.)

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will name five kinds of safety equipment worn on jobs.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 10-14

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Listen to an occupational safety specialist describe how to identify and deal with potential safety hazards.<br><br>--Interview parents as to what kinds of safety precautions they must take on their jobs.<br><br>--Listen to a representative from the S. C. State Employment Security Commission discuss the number of hours and money lost on jobs because of failure to observe safety precautions.<br><br>--View a collection of safety equipment.<br><br>--Visit a local industry to view safety equipment worn by workers.<br><br>--Discuss what might happen if the workers did not use their safety equipment. | --Resource persons: Occupational Safety Specialist, parents, S. C. State Employment Security Commission representative.<br><br>--Hard hat, safety goggles, steel tip shoes, rubber gloves, ear plugs, bullet-proof vest, etc. |

**OTHER RELATED ACTIVITIES:**

Investigate other healthy work habits.

## ELEMENT: ATTITUDES & APPRECIATIONS

**LONG RANGE LEARNER OBJECTIVE:** To realize that work affords different rewards to individuals (e.g., monetary or personal).

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will list five different rewards teachers said they receive from teaching.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 12-16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss the renumerative aspects of work.<br>--Discuss working as a sense of belonging.<br>--Discuss working as a way to form new friendships.<br>--Discuss working for security.<br>--Discuss working for fulfillment.<br>--Interview parents to see what rewards they get from working.<br>--With a partner interview a teacher in the school to discover what rewards the teacher gets from teaching.<br>--Report interview results to class.<br>--Help chart various rewards from working. | --Houghton-Mifflin: Why Work? (film)<br>--ETV: Bread & Butterflies.<br>--Resource persons: parents and other teachers. |

**OTHER RELATED ACTIVITIES:**

Investigate how people are paid: by the piece, by the hour, salary, overtime, time and a half, etc.

## SOCIAL AWARENESS

Social awareness involves learning to get along with others and becoming sensitive to their needs. It also encompasses the ability to accept criticism and direction and to assume responsibility. Students should be helped to develop these abilities, for personal relationships with fellow workers are usually integral in the satisfaction and success associated with a job.

Long-range learner objectives suggested by the South Carolina Department of Education Career Education Staff for the social awareness element are:

1. To understand the need for cooperation in the completion of tasks.
2. To be able to accept criticism and direction.
3. To assume responsibility.
4. To understand the approach needed to resolve personal conflict between one's individual goals and group goals.
5. To relate the similarity between the order and structure of a school environment to society at large.
6. To know that work is a means of developing social relationships (i.e., acquiring social status and prestige).
7. To understand that personal relationships with fellow workers are important to job satisfaction.
8. To realize that an individual's work affects his or her standard of living (i.e., total life-style).
9. To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.
10. To understand that all jobs are dependent upon other jobs.
11. To realize that society is dependent upon the work of many people.
12. To know that society provides rewards for work.

## ELEMENT: SOCIAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand the need for cooperation in the completion of tasks.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** Working with another student, the student will complete a cooperative project in which one student traces animal shapes and the second cuts them out.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 7-10

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| The student will:<br><br>--Discuss reasons why people work with others.<br><br>--Visit an assembly line type industrial site to observe cooperation among workers.<br><br>--Role play situations in which two workers refuse to cooperate with each other.<br><br>--Discuss the probable results of such refusal to cooperate.<br><br>--After playing in a kickball game, discuss why cooperation among the team members was necessary.<br><br>--Participate in cooperative projects. | --Local assembly type industry<br><br>--Singer: Job Survival Skills. (multimedia kit)<br><br>--SRA: Your Attitude Is Changing. (book) |

**OTHER RELATED ACTIVITIES:**

Investigate cooperation on a larger scale--between industries, states, countries, etc.

## ELEMENT: SOCIAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To be able to accept criticism and direction.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When criticized constructively, the student will react in an appropriate manner.

**SUGGESTED SUBJECT AREA:** Language arts--speech stimulation

**SUGGESTED DEVELOPMENTAL AGE:** 10-16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Practice desensitization exercises by hearing criticism of self.<br><br>--Role play situations in which students deliver critical statements to each other.<br><br>--Observe responses to constructive criticism on videotape and attempt direct imitation.<br><br>--Discuss criticism as a form of evaluation.<br><br>--View various employee rating scales.<br><br>--Listen to a personnel manager tell how criticism is used in working with employees.<br><br>--Through the use of classroom drama, act out appropriate ways of handling criticism. | --Videotape equipment.<br><br>--Employee evaluation forms.<br><br>--Resource person: personnel manager of a local business/industry.<br><br>--Mafex Assoc.: Let's Talk About... (filmstrip) |

**OTHER RELATED ACTIVITIES:**

Contrast constructive criticism to rejecting type statements. Learn to respond to unfair criticism.

## ELEMENT: SOCIAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To assume responsibility.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will perform assigned classroom job, daily checked by self and teacher.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 6-8

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss what happens that is good when the character (in media observed or read) did her or his job.<br><br>--Check job chart to find assignment for week.<br><br>--Practice doing job under supervision.<br><br>--Practice evaluating self. | --Eye Gate: Andy Walks the Dog. (filmstrip)<br><br>--Coronet: Beginning responsibility: Doing Things For Ourselves in School. (film)<br><br>--Random House: Horton Hatches the Egg. (book)<br><br>--Job chart: listing of student names (with other identification if necessary) and accompanying picture of job assignment.<br><br>--Evaluation form: student checks whether he or she: did work, on time, neatly, and was cooperative; teacher writes narrative on back. |

**OTHER RELATED ACTIVITIES:**

Emphasize responsibility in home jobs, after school jobs, in school (out of classroom) jobs. Discuss consequences of not being responsible.

## ELEMENT: SOCIAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand the approach needed to resolve personal conflict between one's individual goals and group goals.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will demonstrate the ability to compromise in a deadlock situation resulting from the conflict of individuals' opposing goals.

**SUGGESTED SUBJECT AREA:** Prevocational.

**SUGGESTED DEVELOPMENTAL AGE:** 12-16.

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Role play situations in which persons are in conflict due to opposing goals.<br><br>--Discuss compromise as a basic form of alternative to conflict.<br><br>--List types of compromises she or he is involved in within the school setting.<br><br>--Role play conflict situations which are solved by compromise. | --Argus Communications: Feelings and Thoughts. (multimedia)<br><br>--Pennant Educational Materials: Values in Action. (sound filmstrip)<br><br>--Fearon: What It Takes by T. Clayton. (book) |

**OTHER RELATED ACTIVITIES:**

Ways to find information to develop goal alternatives.

## ELEMENT: SOCIAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To relate the similarity between the order and structure of a school environment to society at large.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked, the student will tell three job duties of the school lunchroom manager.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 6-9

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Visit the school lunchroom to see what the manager does.<br><br>--Help compose an experience chart of the visit to the lunchroom.<br><br>--Draw pictures of scenes observed in the lunchroom.<br><br>--Describe drawings to other classmates.<br><br>--Listen to the manager describe his or her duties while visiting the classroom.<br><br>--Assist the manager during a lunch period (i.e.: cleaning trays, wiping tables, serving food, etc.) | --Clearview, Inc.: Everybody Eats: Working in the World Series. (filmstrip)<br><br>--Resource person: school lunchroom manager. |

**OTHER RELATED ACTIVITIES:**

Compare duties of school lunchroom manager to chef in a local restaurant.

## ELEMENT: SOCIAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To know that work is a means of developing social relationships (i.e.: acquiring social status and prestige).

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will introduce herself or himself to a stranger in an appropriate manner.

**SUGGESTED SUBJECT AREA:** Language arts--oral communication

**SUGGESTED DEVELOPMENTAL AGE:** 10-14

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Watch a videotape of appropriate introductions.<br><br>--imitate tape in roleplaying situations.<br><br>--Watch a teacher-staged example of poor self-introductions.<br><br>--Discuss what the other person possibly felt and thought after the poor introduction.<br><br>--Students role play situations in which self-introductions are properly made.<br><br>--Practice by introducing self to classroom speakers. | --Lippincott: Manners Can Be Fun by M. Leaf (book)<br><br>--Follett: The Friends You Make by R. H. Turner (book)<br><br>--Educational Activities: Teaching Good Manners and Behavior. (filmstrip)<br><br>--Frank E. Richards: Manners by h. Prevo. (book)<br><br>--Webster/McGraw-Hill: Manners Made Easy by M. Beery. (book) |

**OTHER RELATED ACTIVITIES:**

Learn the full names of all the other students and/or co-workers.

## ELEMENT: SOCIAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand that personal relationships with fellow workers are important to job satisfaction.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked if she or he would like to be around a person who is always losing his or her temper, the student will answer "no."

**SUGGESTED SUBJECT AREA:** Language arts--speech stimulation

**SUGGESTED DEVELOPMENTAL AGE:** 10-16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Describe what a person may do when he or she loses her or his temper.<br><br>--Relate experiences about losing own temper.<br><br>--Discuss reasons why a person may lose his or her temper.<br><br>--Discuss how one feels being around an angry person.<br><br>--Discuss appropriate means of venting anger at home, in school, on the job.<br><br>--Role play situations in which a person loses his or her temper and the resulting consequences. Repeat the scene having the person control her or his temper instead. | --Follett: The Friends You Make by R. H. Turner. (book)<br><br>--Educational Projections Corp.: Guidance and Human Relations. (multimedia)<br><br>--Guidance Associates: You Got Mad, Are You Glad? (First Things Value Series) (filmstrip). Dealing With Anger. (filmstrip) |

**OTHER RELATED ACTIVITIES:**

Examine other impediments to good interpersonal relationships.

## ELEMENT: SOCIAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To realize that an individual's work affects his or her standard of living.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** Given food, clothing, shelter, and transportation costs, the student will set up two budgets (one for a worker making minimum wage and the other making 1½ times minimum wage)--calculating how much each worker has to spend on leisure time activities.

**SUGGESTED SUBJECT AREA:** Math

**SUGGESTED DEVELOPMENTAL AGE:** 11-14

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Tell favorite leisure time activities and the cost for each.<br><br>--Help the class compile a chart of favorite activities and their costs.<br><br>--Survey community for free leisure activities.<br><br>--Visit the site of a free leisure time activity.<br><br>--Divide leisure activities into the categories of: free, moderate cost, and expensive.<br><br>--Calculate cost of participating in three different leisure activities for a week. | --Daily newspaper, radio, and television.<br><br>--Educational Projections Corp.: How to Plan Your Recreation. (filmstrips) Organizations for Children. (filmstrips)<br><br>--Instructor Curriculum Materials: "Let's Look At Sports Chart Series." (charts)<br><br>--Interpretive Education: Recreation and Leisure Time Series. (multimedia) |

**OTHER RELATED ACTIVITIES:**

Repeat the above only emphasizing money available to spend on clothing, transportation, or housing. Calculate average yearly wages for a variety of occupations.

## ELEMENT: SOCIAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To appreciate the fact that customs, traditions, attitudes of society affect the world of work.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked what is a strike, the student will reply: when all the workers refuse to work for some particular reason.

**SUGGESTED SUBJECT AREA:** Social studies.

**SUGGESTED DEVELOPMENTAL AGE:** 12-18

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Investigate what a union is.<br><br>--Pursue well known strikes of the past.<br><br>--Listen to the union leader guest speaker discuss striking.<br><br>--Discuss what happens to the business and the workers during a strike. | --New Reader's Press: The World of Work by Kay Koschnick. (book)<br><br>--Resource person: union leader.<br><br>--Union printed materials. |

**OTHER RELATED ACTIVITIES:**

Study "Blue Laws."

## ELEMENT: SOCIAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To understand that all jobs are dependent upon other jobs.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** In buying a cotton shirt, the student describes the prior production steps necessary: plant seeds, grow, harvest, refine, weave, cut, sew, distribute, buy in store.

**SUGGESTED SUBJECT AREA:** Social Studies

**SUGGESTED DEVELOPMENTAL AGE:** 9-12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Plant own cotton seeds.<br>--Visit a farm with cotton planted.<br>--Remove cotton seeds from cotton balls by hand.<br>--Visit a textile mill.<br>--Make a spinning wheel and spin cotton thread.<br>--Visit a clothing factory.<br>--Cut out and sew simple aprons. | --Resource persons: cotton farmer, textile mill representative, clothing factory representative, spinning and weaving hobbist.<br>--Make spinning wheel from a paper cup revolving around an upright long nail anchored in wood. |

**OTHER RELATED ACTIVITIES:**

Explore the interdependency of workers needed to sell a cotton shirt: from raw product to finish.

## ELEMENT: SOCIAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To realize that society is dependent upon the work of many people.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** The student will name five living things and tell what they are dependent on.

**SUGGESTED SUBJECT AREA:** Science

**SUGGESTED DEVELOPMENTAL AGE:** 9-12

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Help set up a classroom aquarium and terrarium. Observe how large fish depend on small fish for food; how insects depend on plants for food.<br><br>--Conduct a plant experiment with marigold seedlings: withhold water from one, light from another, and fertilizer from the third. Discuss results.<br><br>--Determine all the ways a baby depends on his or her parents for food, clothing, and shelter.<br><br>--Tour the school to determine how students are dependent on school employees. | --Encyclopedia Britannica: Living Things Depend on Each Other. (film)<br><br>--Two 10-20 gallon aquariums.<br><br>--An assortment of common local fish.<br><br>--Insects, local plants.<br><br>--Marigold seedlings. |

**OTHER RELATED ACTIVITIES:**

Investigate dependency of workers on each other within one given industry or business.

## ELEMENT: SOCIAL AWARENESS

**LONG RANGE LEARNER OBJECTIVE:** To know that society provides rewards for work.

**SPECIFIC SHORT-TERM BEHAVIORAL OBJECTIVE:** When asked what are some fringe benefits on the job, the student will answer: sick leave, vacation, paid insurance, retirement, etc.

**SUGGESTED SUBJECT AREA:** Prevocational

**SUGGESTED DEVELOPMENTAL AGE:** 12-16

| ACTIVITIES/STRATEGIES | MATERIALS/RESOURCES |
|---|---|
| --Discuss what else workers are paid other than cash.<br><br>--Explore the meaning of fringe benefits.<br><br>--Discuss some of the major components of a fringe package.<br><br>--Listen to a personnel manager guest speaker describe the company's fringe package.<br><br>--Listen to a union leader describe what she or he would like to see included in a benefit package. | --New Reader's Press: The World of Work by Kay Koschnick.<br><br>--Parker Bros.: "Careers." (game)<br><br>--Mafex: "Steady Job." (game)<br><br>--Resource persons: personnel manager and union leader. |

**OTHER RELATED ACTIVITIES:**

Investigate other rewards: economic independence, personal relationships, fulfillment, security, high esteem of workers in particular types of jobs.

## REFERENCES

### Books


Bender, Michael, Valletutti, Peter J. & Bender, Rosemary. *Teaching the Moderately and Severely Handicapped,* vols. I, II, and III. Baltimore: University Park Press, 1976.

Brolin, Don E. *Vocational Preparation of Retarded Citizens.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1976.

Brolin, Don E. (Editor). *Life Centered Career Education: A Competency Based Approach.* Reston, VA.: The Council for Exceptional Children (CEC)., 1978.

Cincinnati, *The Slow Learning Program in the Elementary and Secondary Schools,* Curriculum Bulletin No. 119. Cincinnati, Ohio: Cincinnati Public Schools, 1964.

Clark, Gary M. *Career Education for the Handicapped Child in the Elementary Classroom.* Denver: Love Publishing Co., 1979.

Eau Claire. *Career Development–Special Education,* primary/intermediate edition, and secondary edition. Eau Claire, Wisconsin: Eau Claire Area School District, 1973.

Johnson, Vicki M. & Werner, Roberta A. *A Step-By-Step Learning Guide for Older Retarded Children.* Syracuse, NY: Syracuse University Press, 1977.

Kolstoe, Oliver P. & Frey, Roger M. *A High School Work-Study Program for Mentally Sub-Normal Students.* Carbondale, Illinois: Southern Illinois University Press, 1965.

Mahrer, Linda L. *Career Education Resources.* Columbia: South Carolina Department of Education, 1978.

North Dakota, *Special Education Classroom Activities of the North Dakota Exemplary Project in Career Education.* Bismarck: State Board for Vocational Education, 1973.

Ohio. *Curriculum Guide for Moderately Mentally Retarded Learners.* Columbus: Ohio Department of Mental Health and Mental Retardation, 1977.

Phelps, L. Allen & Lutz, Ronal J. *Career Exploration and Preparation for Special Needs Learners.* Boston: Allyn and Bacon, Inc., 1977.

Plue, William V. *Vocational Education Resource Guide: Personal Adjustment and Work Variables.* Hattiesburg: Southern Mississippi University, no date.

South Carolina. *Career Education in South Carolina: An Official State Department of Education Position Paper.* Columbia: South Carolina Department of Education, 1975.

South Carolina. *A Teacher's Guide to Career Education,* vols. K-5, 6-8, 9-12. Columbia: South Carolina Department of Education, 1975

_____, *Vocational Training for the Mentally Retarded.* Guilford, Connecticut: Special Learning Corporation, 1979.

**Periodicals**

*Career Development for Exceptional Individuals,* Vol. 1, nos. 1 & 2; Vol. 2, no. 1.

*Education and Training of the Mentally Retarded,* Vol. 10, no. 1; Vol 12, no. 2; Vol 13, nos. 1, 2, 4; Vol. 14, nos. 1 & 2.

*Exceptional Children.* Vol. 44, no. 7; Vol. 45, no. 4.

*Teaching Exceptional Children.* Vol. 7, no. 3; Vol. 9, nos. 1 & 2; Vol. 10, no. 2.

NOTE: All the above journals are published by the Council for Exceptional Children, Reston, VA.

**South Carolina Model Projects: Career Education for the Handicapped**

South Carolina School for the Deaf and the Blind. Cedar Springs Station, Spartanburg, SC 29302. Att: Steven Crane. (803) 585-7711.

York Comprehensive High School (Floyd D. Johnson Vocational Center). York School District No. 1, P.O. Box 770, York, SC 29745. Att: John T. Morrison.